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ABSTRACT

Intended for use by teachers on the senior high school level in Kentucky, this curriculum guide outlines a semester course in parenthood education. The eleven instructional units include (1) the individual and his self-concept; (2) the family and its structure; (3) human reproduction, emphasizing heredity, biological systems, conception, and contraception; (4) the parent and his responsibilities; (5) pregnancy; (6) childbirth; (7) community agencies which offer assistance to parents; (8) infant care, both pre- and postnatal; (9) adjusting to an expanding family; (10) parenting children with special needs, such as physically, emotionally, or mentally handicapped children; and (11) providing a stimulating environment for child development. For each of these units, behavioral objectives are identified and stated in terms of student competencies, and the specific teaching strategies are accompanied by supporting generalizations and references to outside resources. A list of these resources is provided at the end, including books, pamphlets, filmstrips, and other miscellaneous teaching aids. The appendix contains instructional activities for classroom use, such as worksheets, games, review sheets, pretests and posttests, and discussion questions. (ELG)

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SENIOR HIGH SCHOOL
PARENTHOOD EDUCATION CURRICULUM GUIDE

for

CONSUMER AND HOMEMAKING EDUCATION

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Prepared by

Home Economics Unit
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FOREWORD

This guide was written in a workshop to develop curricular materials on Parenthood Education at the Fayette County Board of Education in July, 1977, and revised in June, 1978.

Workshop participants were: Nancy Bohannon, Travis Fritsch, Sharon Hadley, Anna Johnson, Cecil Neill, Esther Pope, Martha Randolph, Scheryl Reinhardt, Elaine Singleton, Henrietta Thompson, Mary Vester and Jean Zachem.

Anna Johnson and Cecil Neill revised the curriculum using the suggestions from teachers who had field tested the materials. Additions were made to include more resources, teaching strategies and information on contraceptives.

Rebecca Diballa, Shirley Hedeen, Sandra Ratliff, Sylvia Smith and Mary Frances Wade served as a Reacting Committee for the writers.

Dr. Effie Ellis, Pediatrician and Co-Director of the Quality of Life Center of Chicago, was the keynote speaker for the first workshop. Mary Langenbrunner, Early Childhood Education instructor in the College of Home Economics, University of Kentucky, served as subject matter consultant. The final guide was edited by Jim Fields and typed by Betty Irvin.

Workshop participants are grateful to Ed Murphy and A. C. Thomas, Vocational Programs, Fayette County Board of Education, for making arrangements for the workshop.

This publication was paid for with state funds.

INTRODUCTION

This curriculum guide has been developed as a resource for teaching a nonprerequisite semester course on preparation for parenthood at the senior high school level.

Its primary purpose is to help young people to understand the responsibilities of parents for having healthy babies and maintaining an environment which provides the best possible conditions for maximum growth and development of their children.

The need for more effective parenting is becoming increasingly apparent in view of the rapid changes forced upon the family in today's society. Parenthood education is an approach to meeting that need.

In planning to include this course as a part of the curriculum, it would be advisable to approach the administration and counselors first. Their knowledge of the course outline and support for the concepts presented will be necessary in gaining acceptance in the community.

A suggested letter to parents is included if the teacher feels that the content of this guide would cause parental concern.

The classroom teacher should adapt the material in this guide according to the specific circumstances present in his or her school neighborhood. A variety of strategies has been included in order to give the teacher a choice in view of the resources available.

It is recommended that the teacher take some time at the beginning of the course to establish an initial rapport with the student in order to create a climate of trust and openness.

Dear Parent,

Your son/daughter has enrolled in the course, Parenthood Education, being taught this semester.

An outline of the course content is attached. If you approve the decision of your child to enroll, please sign in the space indicated below; otherwise, he/she must be rescheduled.

If your child remains in the class, please feel free to visit at any time. Our resources are also available for your examination.

Sincerely,

_____

Home Economics Teacher

_____

Parent's Signature of Approval

_____

Date

INTEREST APPROACH

The Egg

Rational Statement: Understanding the responsibilities of parenthood can aid individuals in making intelligent decisions.

1. The teacher brings to class one uncooked egg for each student enrolled. Half of the eggs are marked as males and half as females.

2. Have each student list the characteristics desired in a first child (e.g. sex, hair, eyes, etc.).

3. Each student is then given an egg. The teacher may arbitrarily pass them out or allow the student to select one from a box or bag. NOTE: The student will not always receive an egg with the characteristics they desire in a child.

4. Give students the opportunity to express feelings about "child received" versus "child expected."

5. The student is then given the responsibility of keeping the egg safe for one week (or one day). His/her responsibilities might include hiring an "eggsitter," providing shelter, protection, etc. If the egg does not survive, the student suffering the loss could investigate arrangements and cost for an infant's funeral.

6. At the end of the week, students can express their feelings about the sense of responsibility they experienced.

Expected Student Outcomes or Objectives:

The students will be able to:

1. Examine the realities of expecting certain physical characteristics in children.

2. Identify the many responsibilities of parenthood.

Adapted from:
Illinois Teacher, Vol. XVIX No. 3
(January-February 1976), p. 139

INTEREST APPROACH

An activity similar to "The Egg" was described in a lesson plan idea by Vicki Kloosterhouse entitled "Trying on Parenthood" in the March 1, 1978 What's New In Home Economics.

Individually potted marigold seedlings were given to each student with instructions for providing food, shelter and a healthy atmosphere for a week. Since a live plant requires more specific care than an egg, it is an excellent technique for teaching responsibility.

INTEREST APPROACH

Display as a classified ad in newspaper. Ask students if anyone would answer such an advertisement. Do they feel they can meet the qualifications?

This has also been used as the course description for Parenthood Education in the high school catalogue of course offerings.

HELP WANTED

LIFETIME OPPORTUNITY!! FULL-TIME POSITION: SHOULD HAVE SKILLS AS CONSUMER SPECIALIST, SOCIAL DIRECTOR, EDUCATOR, SPIRITUAL TEACHER, NURSE, NUTRITIONIST, COOK, HAIRDRESSER, AUTO DRIVER, REFEREE, DOMESTIC ENGINEER, LAUNDERER, CLOTHES MAKER AND ALTERATIONIST, COUNSELOR.

TIME OFF - NONE
MISCELLANEOUS FRINGE BENEFITS IN LIEU OF SALARY

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Senior High
Parenthood Education
Recommended Time Schedule

I.	The Individual	3 days
II.	The Family	4 days
	A. Traditional Families	
	B. Nontraditional Families	
	C. Changing Family Functions	
	D. Families of the Future	
III.	The Parent	6 days
	A. Factors which Influence the Decision to Become a Parent	
	B. Legal Responsibilities of Parents	
	C. Qualities of an Effective Parent	
IV.	Human Reproduction	10 days
	A. Heredity	
	B. Reproductive Systems	
	C. Conception	
	D. Contraception	
V.	Pregnancy	10 days
	A. Symptoms of Pregnancy	
	B. Seeking Medical Help	
	C. Stages in Development of the Ovum, Embryo and Fetus	
	D. Nutritional Needs of the Mother	
	E. Effects of Alcohol, Drugs and Smoking on the Unborn Fetus	
	F. Problems and Complications of Pregnancy	
	G. Personal Care and Grooming During Pregnancy	
	H. Father's Role During Pregnancy	
VI.	Childbirth	5 days
	A. Stages of Labor	
	B. Anesthetized Delivery	
	C. Prepared Childbirth	
	D. Complications of Childbirth	
	E. Father's Role in Childbirth	
VII.	Community Agencies Concerned with Parenting	2 days
VIII.	Care of Mother and Baby	8 days
	A. Neonatal Care	
	B. Postpartum Care	
	C. Interconceptional Care	

IX. Adjustments of the New Family — 5 days
- A. Changes in Life Style
- B. Choosing a Caregiver for the Child

X. Parenting Children with Special Needs — 5 days
- A. Identification of the Handicapped Child
- B. Problems of Parents of a Handicapped Child
- C. Skills Required by Parents of a Handicapped Child
- D. Resources Available to the Handicapped Child and His/Her Parents

XI. Creating an Environment for Optimum Growth and Development of Children from Infancy through Adolescence — 30 days
- A. Physiological Factors
- B. Safety and Security
- C. Love and Belonging
- D. Esteem of Self and Others
- E. Enriching Experiences
- F. Self-Actualization

MAJOR CONCEPT I: The Individual

UNIT OBJECTIVE: Upon completion of this unit the student will become aware of his or her attributes and how these attributes contribute to one's self-concept.

STUDENT PERFORMANCE OBJECTIVES: The student will distinguish between a positive and negative self-concept.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
The Individual		
1. Self-concept is one's feelings about self.	Interest Approach: Bulletin board "Who Am I?"	
	Read assigned references.	Paolucci, Fanola, Personal Perspectives, pp. 20,21.
		Sasse, Connie R., Person to Person, Chapter 2.
2. Self-esteem is the value people place on themselves and their behavior, whether they rate themselves as good or bad.	Define terms relating to individuals as prospective parents. 1. Self-esteem 2. Self-concept 3. Positive self-concept 4. Negative self-concept 5. Awareness 6. Maturity 7. Basic needs 8. Values	Felker, Donald, Helping Children to Like Themselves, pp. 2-18.
	Advanced: Read and report on "An Entree into the Self."	Crosby, John F., Illusion and Disillusion: The Self in Love and Marriage, pp. 147-156.
	View filmstrip, "Why Am I Afraid to Tell You Who I Am?"	"Why Am I Afraid to Tell You Who I Am?," Argus Communications.

	"Games People Play."	"Games People Play," Multi-Media Productions, Inc.
3. The way one feels about himself influences the way he acts toward others, as well as the way others react to him.	Complete "Self Awareness Study."	Appendix A
	Discuss ways to develop self-awareness.	Fane & Fane, Behind Every Face A Changing Person, p. 1.
4. Every person can do some things well.	List ten things you do well.	
5. A positive self-concept is developed when one feels he can succeed at something.	Give examples of behavior resulting from a poor self-image.	
6. A positive self-concept is developed when individuals satisfy their psychological needs.	Make a list of influences that could affect a person's self-concept.	Landis & Landis, Personal Adjustment, Marriage, and Family Living, pp. 371-372.
		Sasse, Connie R., Person to Person, Chapter 3.
	Collect cartoons and pictures from newspapers and magazines that illustrate behavior projecting positive and negative self-images.	
	View filmstrip, "The Adolescent Experience: Shaping Identity."	"The Adolescent Experience: Shaping Identity," Guidance Associates
	Complete sentence stems, "I Am Someone Who . . ."	Appendix B

7. Self-image influences one's view of the future, and his/her ability to make decisions.	Evaluation: Complete "Analyzing Self-Concept." or Evaluation: Write essay, "Who Am I?" Extended Learning: Complete "Personal Evaluation."	Appendix C. Appendix D.

MAJOR CONCEPT II: The Family

SUPPORTING CONCEPTS:
A. Traditional Families
B. Nontraditional Families
C. Changing Family Functions
D. Families of the Future

UNIT OBJECTIVE: Upon completion of this unit the student will be able to analyze the family as it is affected by changes in our society and by the differences in family types.

STUDENT PERFORMANCE OBJECTIVES: The student will:

A. Compare the traditional family with the nontraditional family.
B. Define seven types of families.
C. List eight family functions that are changing.
D. Predict the future of the family.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A. Traditional Families		
1. The family has been defined as one or more persons who may or may not live together, but who are related by marriage, birth, adoption and/or by common goals.	Read references to discover the meaning of family. Define family.	Westlake, Helen, Relationships: A Study in Human Behavior, pp. 162-164.
2. The traditional family may be defined as one which is interdependent, closely knit and rigidly controlled by the father.	Define traditional family and the nontraditional family.	Salk, Lee, Preparing for Parenthood, Chapter 13, pp. 187-201.
3. Variations of the traditional family include: a. Nuclear family b. Extended family		Saxton, Lloyd, The Individual Marriage and the Family, Chapter 10, pp. 351-363.
4. The structure of the family is continually changing.		Weitzman, David and Gross, Richard, The Human Experience, p. 374.
B. Nontraditional Families		
1. The nontraditional family may be defined as one which encourages independence and democratic control.	Listen to teacher lecture on different styles of families.	Landis, Paul, Your Marriage and Family Living, Chapter 19, pp. 390-400.

	Discuss the effects of various kinds of family types on family members.	Westlake, Helen, Relationships: A Study in Human Behavior, pp. 162-164.
	View filmstrip, "The Family."	"The Family," Warren Schloat Productions, Inc.
2. The many variations of family types include: a. Single-parent family b. Foster-parent family c. Communal family d. Blended family e. Childless family f. Homosexual family g. Teenage family	View filmstrip, "The Future of the Family," Part I. Compare the structure of the traditional family with structure of the non-traditional family type. Evaluation: List and define seven types of families.	"The Future of the Family," Guidance Associates. Lasch, Christopher, Haven in a Heartless World, (teacher reference). Sasse, Connie R., Person to Person, Ch. 12.
C. Changing Family Functions		
1. The functions of the family are different today than in the past as a result of many historical and sociological factors.	Read reference for background information. Discuss and compare the functions of traditional and nontraditional contemporary families.	Brisbane & Riker, Married Life, pp. 75-76. Landis & Landis, Personal Adjustment, Marriage, and Family Living, pp. 12-13.
2. The family functions that are changing are: a. Economy b. Importance in carrying on family name c. Education of family		Eshleman, J. Ross, The Family: An Introduction, pp. 147-148. Bowman and Spanier, Modern Marriage, pp. 381-383.

d. Father's protection of family e. Children's protection of parents in old age f. Recreation g. Religion h. Provision of affection i. Sex roles		Goldstein, Eleanor C., Family, Social Issues.
The United States is the "melting pot" of many cultures. A study of these cultures gives added dimension to family life.	Evaluation: List eight family functions that are changing. View filmstrip "Ethnic Heritage: A Living Mosaic." Complete worksheet. Note to teacher: Surprise class with an ethnic food treat for students. Discuss how one's ethnic heritage affects family life (custom, ceremonies, etc.). Extended Learning: Prepare ethnic meal for family. Discuss traditions in each student's own family that he or she hopes to continue, such as holidays, dinners, birthdays, reunions, etc. Share current magazine stories, newspaper articles, and/or television programs which depict the different cultures.	"Ethnic Heritage: A Living Mosaic," J. C. Penney Company.

D. Families of the Future 1. As the family continues to change, future family life may be quite different than family life today.	View filmstrip, "The Future of the Family," Part II. Advanced: Research newspaper and periodicals about contemporary communes.	"The Future of the Family," Guidance Associates.
2. The family of the future is changing in many ways. Reports from 1977 information indicate these changes: a. The family is shrinking and becoming compact. b. More couples are childless. c. Individuals stay single longer. d. Living together before marriage is a trend. e. Cohabitation with no marital intention is increasing. f. More children are living in homes with one parent. g. A higher rate of divorce and remarriage exists.	Buzz groups - Teacher prepare a grab bag of topics for discussion: Technological change Sex roles Family mobility Overpopulation Urban living Suburban environment Income - Social Security Public Assistance Pensions, Retirement "Keeping up with the Joneses" Laws - Equal Opportunity, ERA, Teenage marriage Evaluation: Write an essay on "The Family in the Year 2001." Describe changes and give reasons.	Klemer & Smith, Teaching About Family Relationships, pp. 306-310, (teacher reference). Goldstein, Eleanor C., Family, Social Issues. Westoff, Leslie A., The Second Time Around, pp. 165-170.

MAJOR CONCEPT III: The Parent

SUPPORTING CONCEPTS:

A. Factors Which Influence the Decision to Become a Parent

B. Legal Responsibilities of Parents

C. Qualities of an Effective Parent

UNIT OBJECTIVE: Analyze the factors which influence the decision to become parents and the qualities of effective parents.

STUDENT PERFORMANCE OBJECTIVES: The student will:

A. Analyze one's attitudes toward children.

B. Explain the responsibility of parents for continuity of generations.

C. State one economic, one physical and one psychological reason for spacing children.

D. List and explain four legal responsibilities of the parent to children.

E. Recognize the need for parenthood education.

F. Summarize the qualities of effective parents.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A. Factors Which Influence the Decision to Become Parents		
1. It is important for one to analyze why he/she may or may not want children.	Interest Approach: Bulletin board on parents' responsibilities	Appendix E.
	List and discuss ten questions that you would recommend for use by young couples who are considering becoming parents.	Gordon and Wollin, Parenting: A Guide for Young People, pp. 9-12. Whelan, Elizabeth, A Baby? Maybe. pp. 153-167.
	Complete "Questionnaire on Parenthood," then take forms to parents for completion. Compare results.	Appendix F.
	Extended Learning: Interview three married persons who do not have children. Use "Parenthood Survey" handout.	Appendix G.
	Advanced: Research and report on the nonparenthood lifestyle.	The One-Child Family, Zero Population Growth, Available from Planned Parenthood. Questions and Answers: Optional Parenthood Today, National Organization for

		Non-Parents, available from Planned Parenthood.
	View and discuss filmstrip concerning parenthood.	"What Are Parents for Anyway," Guidance Associates. or "Parenthood: Myths and Realities," Guidance Associates.
	Analyze the suggested "Bill of Rights for Children." Suggest additions and make deletions.	Appendix H Gordon and Wollin, Parenting, A Guide for Young People, p. 25.
	Read references to find reason for and against having children.	Whelan, Elizabeth, A Baby? Maybe, pp. 125-152. Appendices I, J. Heilman, Joan R., "We're Not Having Children," Family Circle, June, 1974, p. 24.
2. Pregnancy is not always the result of a conscious desire to have children.	Debate options for a problem pregnancy.	Appendix K. Maxtone-Graham, Katrina, Pregnant by Mistake.

		Howard, Marion, Only Human.
	View film, "It Happens" and discuss alternatives for teenage pregnancy,	"It Happens," Film Library, Bureau for Health Services.
	Discuss case studies concerning abortion.	Francke, Linda Bird, The Ambivalence of Abortion.
	FHA/HERO: Prepare problem pregnancy information packet for school library.	Planned Parenthood pamphlets.
	List on board the pros and cons toward parenthood. Make some conclusions on which attitudes seem most important.	
	Research the decision-making process and apply it to the question "Should I become a parent?"	Dodson, Fitzhugh, How To Parent, pp. 21-39
	Evaluation: Analyze own attitude toward children by writing a paper, "I think I would (would not) make a good parent because . . ."	
3. Families have responsibilities for the continuity of the generations.	Read parts of Roots. (Teacher may list certain facts as a handout.) Discuss.	Haley, Alex, Roots.
	Survey class for names which are repeated in families.	

4. Culture is transmitted through families.	Recall a television program or story which emphasizes family heritage. Consider families whose members did not follow family patterns. Extended Learning: Interview a family of three generations on occupation, customs, and child rearing. Summarize and report to class. Recall some family patterns still in existence that your grandparents, aunts, and uncles used. Advanced Students: Construct a family tree beginning with your parents. Evaluation: Discuss three reasons why parents are responsible for the continuity of the generations.	Young, Leontine, The Fractured Family, Chapter 1. Landis, Paul H., Your Marriage and Family Living, Chapter 3.
5. Children are no longer considered financial assets to parents, but liabilities.	Note to teacher: Summarize the cost of rearing a child today.	Current magazines and newspapers.
6. When too many children are born too closely together, physical, psychological, and	Discuss factors that influence spacing of children.	Westlake, H. G., Relationships: A Study in Human Behavior, pp. 329-330.

economic problems are created for the family. Some of the factors affecting spacing are: a. Age of parents. b. Desire of some parents for a child early in the marriage. c. Increased play compatibility of children with an age difference of two years or less. d. Probability of having one child toilet trained before the next arrives if spaced three or more years apart. e. Lack of individualized attention if children are born too close together. f. Rivalry between siblings.	Evaluation: Write one physical, one psychological, and one economic reason for spacing children.	White, Burton, The First Three Years of Life, pp. 233-236. Landis and Landis, Personal Adjustment, Marriage, and Family Living, pp. 379-383.
B. Legal Responsibilities of Parents		
1. Parents are responsible for protecting the rights of their children until the child reaches adulthood. These rights are:	Discuss the rights of children and the legal consequences a parent might suffer if he/she abuses one of these rights, such as:	Freud, A. and Solnit, Albert J., Beyond the Best Interest of the Child.

17

a. The right to life
b. The right to a home
c. The right to an education
d. The right to liberty

1. Child abuse
2. Child neglect

Read reference and define child abuse.

a. Physical abuse
b. Emotional abuse
c. Verbal abuse
d. Sexual abuse

Clip newspaper or magazine articles on child abuse or neglect and display on bulletin board.

Chase, Naomi, A Child Is Being Beaten.

Fontana, Vincent, Somewhere a Child Is Crying.

Helfer & Kemper, The Battered Child.

Justice, Blair and Rita, The Abusing Family.

Wheat, Patty, By Sanction of the Victim.

To Combat Child Abuse, Public Affairs Pamphlet, No. 508.

Sexual Child Abuse, R.A.P.E. Relief Center, Louisville.

Illinois Teacher, March/April, 1978.

Children Today, May/June, 1975

2. The incidence of abused children is increasing. Failure to report the abuse of a child could result in prosecution of the person with knowledge of such abuse.	Invite a speaker on child abuse and neglect.	Speaker Sources: County attorney District judge Dept. for Human Resources, Bureau for Social Services, Protective Services Division Social workers Juvenile court judge Doctor Nurse
	Complete "Career Education Questionnaire".	Appendix L
	Summarize types of abuse or neglect pointed out by the speaker.	
	View filmstrip, "Child Abuse and Neglect".	"Child Abuse and Neglect," Parents Magazine Films, Inc.
	FHA/HERO: Prepare and display posters on different aspects of child abuse.	
	Evaluation: List and explain four legal responsibilities of parents to children.	
C. Qualities of an Effective Parent		
1. Parenting is interaction between an adult and child that influences the child's future behavior.	Read references to determine the meaning of parenting.	Norton, G. Ron, Parenting, pp. 1-5.
	Define parenting.	

2. Parenting requires sensitivity and a willingness to evaluate what we are doing to our children and to change if necessary.		
3. Education for parenthood teaches one to see children as individuals and to respond sensitively to their needs.	Respond to question: What expectations led you to enroll in this class? Note to teacher: Recommend that students who want to learn more about children enroll in the special interest semester course in Child Development because this class satisfies the prerequisite. FHA/HERO: Assist home economics teacher with promotion for an adult class in parenthood education.	
4. Conscientious parents can find more effective ways of relating to their children.	Analyze the STEP program (Systematic Training for Effective Parenting). List positive responses by parents which indicate awareness of the child's needs. Read "The Situation of the Parents."	STEP KIT, American Guidance Service, Inc. Appendix M. Preparing Tomorrow's Parents, Public Affairs Pamphlet, No. 520. Dreikurs, Rudolf, The Challenge of Child Training, pp. 1-7.

	Evaluate: Write a paper emphasizing the need for parenthood education.	
5. Loving and responsive people who devote time and attention to understanding the child's needs and who meet those needs in reliable, effective and consistent ways make good parents.	Brainstorm qualities which make a good parent. Discuss importance of each quality. Relate personal experiences in parenting, such as babysitting, caring for younger siblings, etc. Analyze your feeling about caring for children when forced to babysit as opposed to voluntary sitting. Recall your childhood and list the things your parents did that you will do with your children and those you will not do with your children.	Norton, G. Ron, Parenting, Chapter 1, pp. 1-12.
6. Planning for parenthood includes assessing when one is emotionally, physically, and economically ready to assume the responsibility for a new human life.	Brainstorm and discuss results for "Would I Make a Good Parent?" Discuss the possibility of a parenting license and develop one. What criteria would prospective parents need to meet? Defend your answer. Complete puzzle "Successful Parenthood." Evaluation: Write one page describing the qualities of an effective parent.	Appendix N. Gordon and Wollin, Parenting, A Guide for Young People, No. 3, pp. 21-27. Appendix O.

MAJOR CONCEPTS IV: Human Reproduction

SUPPORTING CONCEPTS:

A. Heredity

B. Reproductive Systems

C. Conception

D. Contraception

UNIT OBJECTIVE: After completion of this unit the student will be aware of the functions of the male and female reproductive systems, the effects of genetic endowment upon future generations, as well as various methods of contraception.

STUDENT PERFORMANCE OBJECTIVES: The student will:

A. Define terms associated with heredity.

B. Identify and explain the basic functions of the male and female reproductive systems.

C. Explain the biological process of conception.

D. Compare the effectiveness of different contraceptive methods.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A. Heredity		
1. Heredity is the transmission of characteristics from one generation to the next.	Interest Approach: Read Genesis 30: 35-43 and discuss what Jacob knew about heredity.	Bible
	Read genetic information in Biology or Home Economics textbook.	Oram, Hummer, Smott, Biology: Living Systems, pp. 145-177.
2. Environment is the surroundings of the individual.	Collect as many "old wives tales" and myths about inherited traits as possible.	Otto, Towle, Modern Biology, pp. 97-139.
3. Heredity and environment influence the development of a child.	Discuss source, possibility.	Landis, Paul, Your Marriage and Family Living, Chapter 15, pp. 308-329.
	View filmstrip "From Generation to Generation: Genetic Counseling."	"From Generation to Generation: Genetic Counseling," March of Dimes.
		Genetic Counseling, March of Dimes, pp. 1-19.
4. Genetics is the science of heredity.	Discuss test tube babies, packaged babies, cloning, cyrogenics.	Rosenfeld, Albert, Second Genesis.
5. A knowledge of genetics is helpful in making the decision whether or not to become a parent.	Test your understanding by solving "Heredity."	Appendices P, Q.
	Define genetic counseling and identify	

	the advantages of this service to future parents.	Genetic Counseling, March of Dimes.
6. Genes, located on chromosomes, transmit hereditary traits.	FHA/HERO: Invite a representative from March of Dimes to speak at a chapter meeting.	
7. Chromosomes are gene bearing bodies in the nucleus of a cell.	Write a one-page paper on genetic counseling.	
8. DNA molecules are carriers of genetic messages.	List on board and rank desirable and undesirable environmental influences.	Riker, Brisbane, Married Life, Chapter 2, pp. 20-30.
	Advanced: Trace the geneology of your family for three or more generations. Can you see trends of family continuity?	
9. Mutation is a change in the genetic code.	Label the traits listed on "Heredity and Environment Assessment."	Appendix R.
10. Rh factors, positive and negative, are inherited antigens.	Evaluation: Quiz on genetic terms.	
11. Antigens are blood proteins		
B. Reproductive Systems		
1. Understanding the functions of the human reproductive system relieves many false ideas about conception.	Complete pretest on "Reproduction."	Appendix S.
	View slides: "Human Reproduction 100."	"Human Reproduction 100," Guidance Associates.

2. A knowledge of correct reproductive terminology enables one to discuss human reproduction with professionals and others without embarrassment.	Study handout sheets for "Male Reproduction."	Appendix T.
3. An understanding of male reproductive terminology would include: a. Penis b. Scrotum c. Testes d. Epididymis e. Vasa deferentia f. Seminal vesicles g. Ejaculatory duct h. Bladder spincter i. Prostate gland j. Cowper's glands k. Urethra	View diagram of male reproductive organs and review their functions. View slides, "Human Reproduction 100."	Flip chart. Appendix U. Westlake, Relationships: A Study in Human Behavior, Ch. 28, pp. 320-321. "Human Reproduction 100," Guidance Associates.
4. A knowledge of female reproductive terminology enables one to discuss human reproduction with professionals and others.	Study handout sheet on "Female Reproduction."	Appendix V.
5. An understanding of female reproductive terminology would include:	View diagram of female reproductive organs and review their functions.	Appendix W.

a. Gynecologist b. Genitalia c. Estrogen d. Vulva e. Hymen f. Vagina g. Cervix h. Uterus i. Fallopian Tubes j. Ovary k. Ova	Evaluation: Identify and explain the basic functions of the male and the female reproductive systems.	
C. Conception		
1. Conception occurs when the sperm and egg unite.	Study the process of conception.	Bowman & Spanier, Modern Marriage, p. 342.
2. This process must be clearly understood in order to analyze how the various contraceptive methods can be effective.	Evaluation: Explain the process of of conception.	
D. Contraception		
1. When a couple is familiar with the various methods of birth control they can make a more intelligent decision on how to meet their own special needs.	Define contraception.	Bowman & Spanier, Modern Marriage, pp. 295-319.

2. Both males and females should share the responsibility for fertility control.	Listen to lecture by teacher or resource person on birth control.	Speaker from: Department for Human Resources, Bureau for Health Services County Health Department Family Planning Clinic Planned Parenthood Center
3. Birth control pills, available only with a prescription by a doctor, are 99.8% effective when taken regularly. The risk of serious blood clotting is greater for heavy smokers and for women over age 35.	Read references on birth control.	Basics of Birth Control, Planned Parenthood publication No. 1253. Tucker, Tarvez, Birth Control.
4. A diaphragm used with contraceptive cream or jelly is 90-95% effective. Each woman must have the diaphragm individually fitted and prescribed by a doctor.	Discuss the different types of contraceptives, their cost and availability. Examine samples or pictures of contraceptives.	Planned Parenthood pamphlets. Lieberman and Peck, Sex and Birth Control.
5. The IUD is 94% effective. It must be inserted and removed by a doctor.	View film or filmstrip on family planning.	"To Plan Your Family," or "A Chance of Love," Planned Parenthood Center.

6. Condoms, readily available without prescriptions, are 80-85% effective as contraceptives and also offer protection against venereal disease. 7. Vaginal contraceptive foam or suppositories require no prescription. They are about 80-85% effective when used alone and 98% effective when used in combination with condoms. 8. Natural family planning, which involves the calendar system, the basal temperature system or the vaginal mucus system, is about 75% effective because the exact time of ovulation is difficult to determine. 9. When both partners agree that no children or no more children are wanted permanent sterilization by means of a vasectomy or tubal ligation may be considered.	<u>Debate</u>: Resolved: "The girl should assume the responsibility for birth control since she is the one who gets pregnant." <u>Evaluation</u>: <u>Compare</u> the advantages, disadvantages, effectiveness, and side effects of the different contraceptive methods.	"Family Planning Today," Guidance Associates Filmstrip.

MAJOR CONCEPT V: Pregnancy

SUPPORTING CONCEPTS:

A. Symptoms of Pregnancy

B. Seeking Medical Help

C. Stages in Development of the Ovum, Embryo and Fetus

D. Nutritional Needs of the Mother

E. Effects of Alcohol, Drugs and Smoking on the Unborn Fetus

F. Problems and Complications of Pregnancy

G. Personal Care and Grooming During Pregnancy

H. Father's Role During Pregnancy

UNIT OBJECTIVE: Upon completion of this unit the student will evaluate the importance of prenatal care of the mother and baby.

STUDENT PERFORMANCE OBJECTIVES: The student will:

A. Describe four common symptoms of pregnancy.

B. Explain the importance of medical supervision during pregnancy.

C. Explain the development of the embryo and fetus.

D. Explain the effects of proper nutrition on the mother and developing child.

E. Describe one possible effect of alcohol, drugs and smoking on the unborn child.

F. Distinguish between minor complaints and serious complications of pregnancy.

G. Explain the importance of good grooming and personal hygiene during pregnancy.

H. Describe the role of the father in pregnancy.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A. Symptoms of Pregnancy		
Physical signs of pregnancy vary with individuals. a. Missed menstrual flow b. Morning sickness c. Enlargement and tenderness of breast d. Frequent urination e. Weight gain f. Excessive need for sleep g. Changes in appetite h. Quickening	<u>View</u> filmstrip, "Pregnancy." <u>Define</u> pregnancy. <u>Brainstorm questions</u>: How can a woman tell when she is pregnant? Do these symptoms always mean pregnancy? <u>Read</u> references for symptoms of pregnancy. <u>List</u> these symptoms in a notebook. <u>Evaluation</u>: <u>Describe</u> four common symptoms of pregnancy.	"Pregnancy," Part II of "Parenthood: A Series by Guidance Associates." Guttmacher, A., <u>Pregnancy, Birth and Family Planning</u>, pp. 42-48. Brisbane, H., <u>The Developing Child</u>, p. 35. Westlake, H., <u>Relationship: A Study in Human Behavior</u>, p. 352. <u>Be Good to Your Baby Before It Is Born</u>, March of Dimes Publication 9-0002.
B. Seeking Medical Help		
1. The most important and crucial time for the baby is in the first ninety	<u>List</u> on board the places where a woman can be examined by a doctor to confirm pregnancy:	

days of pregnancy when the baby's principle organs are formed.	Health department Hospital clinics Private physicians	
2. Virtually every organ and tissue of the baby is affected in some measure by pregnancy.	Define: General Practitioner Obstetrician Gynecologist Pediatrician Geneticist Anesthesiologist Midwife	Dictionary.
3. The amount and kind of professional care during pregnancy depends upon availability, values, knowledge and resources.		
4. Most doctors charge a lump sum which covers all care during pregnancy, delivery, and a time after birth.	Consult hospitals, doctors, anesthesiologists for estimates on medical costs of childbirth.	Local telephone directory.
	Examine health insurance policies to determine payments for pregnancy.	American Baby, Jan., 1977, p. 31.
	Research agencies that provide financial assistance. (Save research as a resource for following unit.)	
	Interview new parent concerning cost of having a baby. Report findings to class.	
5. Since every doctor's treatment will vary in detail to suit variations in individual patients, the	Listen to resource person from local chapter of American Medical Association, local health department or a pediatric nurse explain importance of medical help during pregnancy.	Local telephone directory. Directory, American Medical Association, in local library.

prime criterion of choosing a doctor should be his/her ability.		
6. A complete physical examination is necessary to determine the exact physiological state of the body.	Read student handout, "What to Expect At an Appointment At a Routine Gynecological Checkup."	Appendix X.
	Outline procedures during initial examination by doctor and give reasons for each test.	Guttmacher, A., Pregnancy, Birth and Family Planning, pp. 48-51.
	Evaluation: Explain the importance of medical supervision during pregnancy.	
C. Stages in Development of the Ovum, Embryo and Fetus		
1. Prenatal development follows a predictable pattern.	Complete pretest on fetal growth.	Appendix Y.
	View filmstrip, transparencies or pictures which show how the embryo grows and develops during various stages of pregnancy.	"Life Before Birth," Part I and II, Time-Life, Inc.
		A Baby is Born, Maternity Center Association.
		Guttmacher, A., Pregnancy, Birth and Family Planning, pp. 68-94.
		White, R., Food and Your Future, Chapter 13, "As Life Begins," pp. 246-254.

	Read student handout, "Fetal Growth," and discuss the development of the embryo and fetus.	Appendix Z.
b. The second stage of development is called the "period of the embryo." It lasts until the end of the eighth week. The word "embryo" signifies completion of form.		Brisbane, H., The Developing Child, pp. 41-43.
	View film, "First Days of Life."	"First Days of Life," Right to Life Association.
c. The third and last stage of pregnancy which lasts from three months to birth, is called the "fetal period." At this stage the baby is called a fetus.	Examine and study the plastic models of the various stages of development.	Nasco, Human Fetus Replica Kit.
2. Prenatal development involves support systems.		
a. The fetus is protected by a balloon-like shield, the amnion, which contains fluid that:	Discuss functions of the amnion, placenta and umbilical cord.	Westlake, H., Relationship: A Study in Human Behavior, pp. 322-325.
(1) Keeps the baby at even temperature and		Brisbane, H., The Developing Child, p. 42.

(2) Cushions him against possible injury.

b. The fetus is connected to the placenta by the umbilical cord.

c. The placenta, which is attached to the mother at the wall of the uterus and to the baby by the umbilical cord, serves three purposes:

(1) As a storehouse for reserve nutrients to meet the needs of the baby.
(2) A transport system for the nutrients.
(3) The medium for disposing of the baby's wastes.

White, R., Food for Your Future, p. 248.

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Evaluation: Quiz on embryonic and fetal growth.

D. Nutritional

1. Next to heredity, diet plays the major role in the development of a

Listen to resource person: nutrition specialist from county extension office of local health department discuss

healthy, well-formed infant.	dietary needs during pregnancy. Recall Basic Four Food Groups.	White, R., Food for Your Future, Chapter 13.
2. A girl begins preparing for motherhood when she is born.	Research required daily servings for a pregnant and lactating mother.	What to Eat Before You Are Pregnant/While You Are Pregnant/After Baby Comes, National Dairy Council Pamphlet.
3. One who establishes good eating habits at an early age is rewarded twice: in her own good health and in that of her child.	Examine resources for birth defects that can arise from nutritional deficiencies. View filmstrip, "Inside My Mom." Evaluation: Explain the effect of proper nutrition on the mother and developing child.	"Inside My Mom," National Foundation March of Dimes.
E. Effects of Alcohol, Drugs, and Smoking on the Unborn Fetus		
Substances which enter the mother's bloodstream are transferred to the baby within an hour or two after she takes them.	Extended Learning: Search current periodicals for new research on the effects of alcohol, drugs, and smoking on the unborn.	Be Good to Your Baby Before It Is Born, National March of Dimes Pamphlet. Light-Up Nutrition and Birth Defects Quiz, National March of Dimes Pamphlet.

	View filmstrip, "Tomorrow Happens Today."	"Tomorrow Happens Today," March of Dimes. Guttmacher, A., Pregnancy Birth and Family Planning, pp. 76-81.
	Compile list of findings reported and share with class. Evaluation: Write a paper explaining the effects of nutrition, alcohol, drugs and smoking on the baby.	
F. Problems and Complications of Pregnancy		
1. Anything that adversely affects the developing embryo may result in abnormalities. If the abnormality is severe, the embryo may die and be aborted from the uterus.	Interview parents or grandparents regarding superstitions about pregnancy. Share findings with class. Discuss spontaneous abortion (miscarriage).	Guttmacher, A., Pregnancy Birth and Family Planning pp. 154-163
2. Complications which should be immediately reported to the doctor are: a. Vaginal bleeding or spotting	Research the effects of syphilis on the unborn child.	County Health Department, Venereal Disease Clinic.

b. Puffiness of the face, hands or legs c. Blurred vision d. Persistent and severe headache e. Persistent vomiting f. A rush of water from the vagina g. Chills and fever		
3. Many minor discomforts do occur during pregnancy which should not cause alarm, but must be considered. a. Nausea and vomiting b. Heartburn c. Excessive salivation d. Constipation e. Hemorrhoids f. Varicose veins g. Leg cramps h. Swelling of ankles or legs i. Frequency of urination j. Contractions k. Faintness l. Backache m. Insomnia n. Vaginal discharge (Leukorrhea) o. Shortness of breath	List on board and discuss why pregnancy may cause or exaggerate each discomfort.	Guttmacher, A., Pregnancy Birth and Family Planning, pp. 133-146.

p. Moods	Evaluation: From a given list of conditions during pregnancy distinguish the minor discomforts from the serious complications.	
G. Personal Care and Grooming During Pregnancy		
During pregnancy more stress is placed on the body. In order to feel good about yourself and your pregnancy, maximum care and attention should be given to your body.	Review basic personal hygiene habits. Resource person from local store with maternity fashions. Evaluation: Explain the importance of good grooming and personal hygiene during pregnancy.	Del Bo, L.M., A Guide For The Future Mother, pp. 87-97. Prenatal Care, DHEW Publication 73-17.
H. Father's Role During Pregnancy		
1. The husband can play a leading role in helping his wife make a good emotional adjustment to pregnancy. Recent studies show that extreme emotional stress causes an expectant mother to fail to absorb and retain nutrients.	Interview a prospective father about adjustments he has had to make due to his wife's pregnancy. View filmstrip "Pregnancy, Birth and the Newborn".	White, R., Food For Your Future, pp. 257-258. "Pregnancy, Birth and the Newborn," Concept Media.
2. It is during pregnancy that the parent-child relationship first begins.		Dodson, F., How To Father

3. The mechanics of hospital admission may be handled by the father before delivery time.	Consult local hospital for admission procedures. Examine a pre-registration form from a local hospital.	Local telephone directory.
4. Investigate attending parenthood classes with wife.	Discuss father's role during pregnancy.	"Father's Role During Pregnancy," American Baby, June, 1976.
5. Investigate prepared childbirth techniques with wife.	Evaluation: Write a paragraph describing the role of the father in pregnancy.	

MAJOR CONCEPT VI: Childbirth

SUPPORTING CONCEPTS:
A. Stages of Labor
B. Anesthetized Delivery
C. Prepared Childbirth
D. Complications of Childbirth
E. Father's Role in Childbirth

UNIT OBJECTIVE: Upon completion of this unit the student will understand the childbirth process, its stages, types of delivery, and methods used in delivery. He or she will also realize the importance of being knowledgeable about childbirth and recognize the father's role in this experience.

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STUDENT PERFORMANCE OBJECTIVES: The student will:

A. Know the stages of labor and the normal characteristics of each.
B. Understand anesthetized labor, its advantages and disadvantages.
C. Comprehend the prepared childbirth method.
D. Explain three possible complications of childbirth.
E. List two positive aspects of the father's participation in the labor and delivery of his child.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A. Stages of Labor: Childbirth that is spontaneous is divided into three stages. These stages are known as labor because they involve concentrated physical effort of the mother.	View filmstrip, "Preparing to Give Birth."	"Preparing to Give Birth," Part III of "Parenthood: A Series by Guidance Associates."
	Bulletin Board: Picture of woman who looks full term with the caption, "Will I Be Pregnant Forever?"	
	Take pretest on childbirth.	Appendix AA.
1. First stage - expanding of the cervix.	Interest Approach: Write what labor and childbirth will be like.	
2. Second stage - birth of the baby.	View filmstrip, "Birth."	"Birth," Part IV of "Parenthood: A Series by Guidance Associates."
3. Third stage - delivery of the afterbirth.		
	Define terms used in describing labor and delivery.	
	Find terms describing childbirth in "Word Search on Labor and Childbirth."	Appendix BB.
	View and discuss pictures that illustrate equipment and procedures that are usual to labor and delivery.	Guttmacher, Alan F., M.D., Pregnancy, Birth and Family Planning, p. 201.
		Better Homes & Garden's Baby Book, Bantam.

B. Anesthetized Delivery There are two classifications of pain relief given during childbirth to help the mother continue through labor and delivery. 1. Analgesics are chemical substances induced into the body. a. General b. Local 2. Psychological pain relief is an optional method of using analgesics.	Listen to teacher lecture on the different methods of anesthetized delivery and the advantages and disadvantages of each. Discuss the importance of the choice of anesthetics being made in relation to medical needs and doctor recommendations. Advanced: Research and report to class on hypnosis as related to childbirth. Evaluation: Write personal choice of anesthesia and justify reason for choice.	Guttmacher, Alan, F., M.D., Pregnancy, Birth, and Family Planning, p. 209. Better Homes and Garden's Baby Book, Bantam. Del Bo, L. M., M.D., A Guide for the Future Mother. Bing, Elizabeth, Six Practical Lessons for an Easier Childbirth.
C. Prepared Childbirth Prepared childbirth helps the mother to have a conscious, healthy and happy childbirth experience. There are advantages for the mother, father, and baby.	Listen to teacher lecture on meaning and value of a prepared childbirth. Research childbirth community agencies which educate parents on techniques of prepared childbirth.	Bing, Elizabeth, Six Practical Lessons for an Easier Childbirth. Del Bo, L. M., M.D., A Guide for the Future Mother.

	Leboyer, Frederick, Birth Without Violence. Smart and Smart, Infant Development and Relationships.
Field Trip: Visit hospital, labor and delivery room (see newborns for future reference). Invite mother to relate her experience in labor and delivery, or a doctor or nurse to discuss and give information on general procedure. Invite a midwife to tell how her service differs from other medical aids in childbirth.	
View film on normal childbirth, including labor and baby's immediate care.	Health Department or Red Cross.
View pictures of fetus in the various stages of labor and birth.	A Baby is Born - Picture Story, Maternity Center Association.
Evaluation Quiz: Define terms and stages of labor.	

	Listen to cassette, "What Natural Childbirth Means."	"What You Should Know About Parenthood," #5602-03, Lee Salk Audio Visual, Inc.
	Invite individual or couple who have experienced prepared childbirth to explain the advantages of this method.	Guttmacher, Alan F., Pregnancy, Birth and Family Planning.
	Invite speaker from Lamaze to lecture and present film, "Story of Eric."	Consult obstetrics department of local hospital to find Lamaze representative.
	Extended Learning: Read magazine articles on Lamaze.	
	Review midwife's possible aid during pregnancy and childbirth.	Salk, Lee, M. M., Preparing for Parenthood.
	Evaluation: Take a stand for or against prepared childbirth. Write out all statements to be used in defense of this opinion.	
D. Complications of Childbirth		
Many pregnancies require special treatment during childbirth. 1. Breech Birth 2. Caesarean Section	Search for definition for: Breech Caesarean High Forceps Premature Anoxia	Guttmacher, Alan, F., M.D., Pregnancy, Birth and Family Planning, p. 240.

3. High Forceps 4. Prematurity 5. Anoxia	Discuss reasons for these complications. View diagrams illustrating difference in these and normal delivery or condition. Recall speaker who gave information on this in childbirth talk. Advanced or Extended Learning: Report independently on the history and procedure of handling complications of childbirth. Evaluation: Explain three possible complications of childbirth.	
E. Father's Role in Childbirth The father who participates in childbirth by supporting the mother will help to strengthen the bond between mother, father and baby and will receive a rewarding experience for himself.	Bulletin Board: Pictures of men with babies, "Getting to Know Baby." List ways the father could give emotional or physical help to the mother during childbirth. Recall Lamaze movie and how the father participated. Invite a father who has a newborn to tell his experiences and feelings about childbirth.	Better Homes and Gardens Baby Book, Bantam. Bing, Elizabeth, Six Practical Lessons for an Easier Childbirth. Salk, Lee, M.D., Preparing for Parenthood.

Extended Learning: Interview a woman who had the help of the father during childbirth and report to class.	
Listen to cassette, "The Importance of Being an Involved Father."	"What You Should Know About Parenthood," Dr. Lee Salk Audio Visual, Inc. (Recommended for use with mature or above average students.)
Evaluation: Write an essay on the value of the father's participation in labor and delivery of his child.	

MAJOR CONCEPT VII: Community Agencies Concerned with Parenting

UNIT OBJECTIVE: Upon completion of this unit the student will become aware of the community agencies which provide help for families.

STUDENT PERFORMANCE OBJECTIVES: The student will:

Identify one local, one state, and one national agency concerned with helping families, and give two services provided by each.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A. Many parents find themselves in need of financial, medical or emotional help. A knowledge of assistance available in the community that helps families, may reduce stress and anxiety.		
1. Services are provided by local agencies, as well as those on the state and national level.	Research the work of three agencies which focus on family services. a. Local b. State c. National	Appendix CC. Local telephone directory. Department for Human Resources, Bureau for Social Services, Frankfort, Kentucky 40601.
2. Many religious and private organizations offer services in addition to those publicly funded.	Make posters to illustrate the different services of each agency, or	American Red Cross Ministerial Association Institute of Life Insurance Social Workers March of Dimes County Health Departments Social Security Office County Extension Office School Counselor
3. The cost of services will vary with each agency and the individual's ability to pay.	Invite a speaker or view film from an agency to explain their services.	

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B. There are many reasons why people choose adoption as a type of parenthood.	Research and report on reputable agencies and acceptable procedures to use when adopting a child.	Library
C. Persons who wish to adopt a child may have difficulty finding an available child.	Discuss the following: Single parent adoption Mixed-race adoption Older-child adoption Adoption of a handicapped child Interracial adoption Adoption by older people Evaluation: Identify one local, one state, one national agency concerned with helping families, and give two services provided by each agency.	Hurlock, E., Child Growth and Development, pp. 340-342. Bowman and Spanier, Modern Marriage, pp. 330-332. You and Your Adopted Child, So You Want to Adopt a Baby, Public Affairs Pamphlets.

MAJOR CONCEPT VIII: Care of Mother and Baby

SUPPORTING CONCEPTS:
A. Neonatal Care
B. Postpartum Care
C. Interconceptional Care

UNIT OBJECTIVE: Upon completion of the unit the student will be able to discuss the hospital procedure, the newborn's care, the new mother's needs, and the value of responsible interconceptional care.

STUDENT PERFORMANCE OBJECTIVES: The student will:

A. Discuss the testing and treatment of the newborn.
B. Describe characteristics of the newborn.
C. List fifteen guidelines for safe care and optimum development of the newborn.
D. Describe the normal physical care and emotional impact of the postpartum phase.
E. Explain the importance of the mother's health and well-being between conceptions.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A. Neonatal Care		
1. The following hospital procedures help protect the health and welfare of the newborn: a. Removal of mucus b. Help in breathing c. Cutting of navel cord d. Eye drops e. Apgar rating f. Marking to prevent mix-up g. Warming h. Doctor's examination for: (1) Harelip (2) Cleft palate (3) Tongue movement (4) Skull shape (5) Ear structure (6) Heart and lungs (7) Abdomen (8) Bone structure (9) Genitals (10) Hands and feet i. P.K.U. Test j. Finger and foot prints k. Circumcision	Recall what happened to baby in childbirth movie. Listen to lecture by teacher on neonatal hospital procedures. Read passages from book, Birth Without Violence.	"Story of Eric," Lamaze film. Leboyer, Frederick, Birth Without Violence. Guttmacher, Alan F., M.D., Pregnancy, Birth and Family Planning, p. 230. Better Homes and Gardens Baby Book, Bantam.

	Evaluation: Discuss the testing and treatment of the newborn.	
2. Some characteristics are common to newborns. Though not all babies have all or any of these characteristics, they are natural and normal to the neonate. a. Shape of head b. Swelling beneath scalp c. Stork bites d. Ruptured blood vessel in eye e. Vernix f. Mongolian spots g. Rash h. Jaundice i. Swollen labia j. Meconium stool k. Fresh cord l. Yellow stool m. Circumcision	Interest Approach: Display pictures of newborn babies on bulletin board. List on board the characteristics of the newborn. Recall hospital visit when newborns were seen. Listen to cassette, "What the Newborn Is Like." Analyze physical characteristics of a newborn infant as compared with those of an older baby. Evaluation: Write a one-page paper describing the physical characteristics of a newborn baby, "Newborns are Beautiful."	Salk, Dr. Lee, Preparing for Parenthood. Smart and Smart, Infant Development and Relationships. Baker and Fane, Understanding and Guiding Young Children. "What You Should Know About Parenthood," Dr. Lee Salk, Audio Visual, Inc.
3. The newborn will require special care when taken	Bulletin Board: Display pictures of newborn babies receiving care with	

home. The following are needs that parents and caregivers must assume: a. Bathing b. Cord care c. Sleeping d. Taking temperature e. Dressing f. Cutting fingernails g. Circumcision care h. Feeding	caption: "I am three days old and I need . . ." Read references on care of the newborn. List the needs of the baby. Observe a demonstration on bathing and dressing baby by teacher with a doll or mother with a young baby. Participate in question and answer period on bathing, dressing, sleeping, cutting fingernails, caring for circumcision, and taking temperature. View slides, film or filmstrip on infant care. Complete work sheet, "Bathing Your Child."	Infant Care, DHEW Publication. Baker and Fane, Understanding and Guiding Young Children. Salk, Dr. Lee, Preparing for Parenthood. Smart and Smart, Infant Development and Relationships. "First Eighteen Months From Infant to Toddler," Parents Magazine Films, Inc. "The First Two Weeks of Life," Pampers. Appendix DD.

4. The decision to breast or bottle feed the baby will need to be made by the mother based on her own life style, physiological make-up and needs.	Share "old wives tales" concerning breast feeding.	Salk, Dr. Lee, Preparing for Parenthood. Guttmacher, Alan F., M.D., Pregnancy, Birth and Family Planning.
	Listen to cassette, "Whether to Breast or Bottle Feed."	"Whether to Breast or Bottle Feed," What You Should Know About Parenthood, Dr. Lee Salk Audio Visual, Inc.
	Invite speakers from Le Leche' League to talk and show film on breast feeding.	Le Leche' (To contact, check with hospital or your doctor.) Better Homes and Gardens Baby Book.
B. Postpartum Care. The postpartum period should be a time of rapid recuperation and readjustment from pregnancy to nonpregnancy.		
1. Physiological Changes a. Emotional depression b. Shrinking of uterus c. Vaginal discharge d. Increased urination e. Return of menstruation	Listen to teacher or nurse lecture on factual information about postpartum care. Research and report to class about postpartum conditions and care.	Better Homes and Gardens Baby Book. Del Bo, L. M., M.D , A Guide for the Future Mother.

f. Lactation and weaning g. Weight loss		Guttmacher, Alan F., M.D., Pregnancy, Birth and Family Planning, p. 264.
2. Medical Care	Listen to a mother recalling her postpartum care and recovery.	
a. Rest b. Diet c. Exercise d. After birth pains e. Postpartum blues f. Bathing g. Care of genital areas	Listen to cassette on emotional changes during pregnancy and after birth.	What You Should Know About Parenthood, Cassette 5602-02, Dr. Lee Salk Audio Visual, Inc.
3. Postpartum Examination	Listen to teacher lecture giving factual information about postpartum examination.	Guttmacher, Alan F., M.D., Pregnancy, Birth and Family Planning, p. 280.
a. Performed about one month after birth of the baby. b. Important to the present and future health of the mother.	Discuss importance of this check-up.	Del Bo, L. M., M.D., A Guide for the Future Mother.
	View slide series, "Breastfeeding."	"Breastfeeding," Photoview Instructional Aids.
	View demonstration on preparation of formula.	Smart and Smart, Infant Development and Relationships.
	Compare bottle and feeding equipment on display.	
	Read about preparation of formula and correct procedure for feeding infant.	Brisbane, Holly E., The Developing Child.

4. Emotional care of the newborn involves understanding his/her needs and senses. a. Sound b. Touch	Debate: Breast feeding vs. bottle feeding. List and discuss the newborn's reactions to sound and touch. FHA/HERO: Prepare a booklet of activities on infant stimulation and make a toy or object that would stimulate the infant. Listen to a panel of mothers and fathers discuss sharing the responsiblity for physical, as well as emotional care of the infant. Extended Learning: Practice taking care of an infant from one to three months of age. Prepare a display of objects that would help to stimulate an infant's environment. View Filmstrip, "From Birth to One - A Time of Remarkable Growth." or "Physical Growth and Motor Development." Evaluation: List fifteen guidelines for safe care and optimum development of the newborn.	Salk, Dr. Lee, Preparing for Parenthood. Infant Development Program, Johnson and Johnson Baby Products Company. Gordon, Ira, Baby Learning Through Baby Play. Leboyer, Frederick, Birth Without Violence. Smart and Smart, Infant Development and Relationships. Salk, Dr. Lee, Preparing for Parenthood. Schaffer, Rudolph, Mothering. "How an Average Child Behaves," Parents Magazine Films. "Physical Growth and Motor Development", Concept Media

5. Occasional complications after delivery: a. Puerperal fever b. Mastitis c. Anemia d. Sore bottom - (hemorrhoids, episiotomy)	Research and report on occasional complications after delivery. View flip chart listing complications which may occur after delivery. Discuss symptoms and treatments of these complications. Evaluation: Write a paper describing the normal physical care and emotional impact of the postpartum phase.	Guttmacher, Alan F., M.D., Pregnancy, Birth and Family Planning, p. 275.
C. Interconceptional Care		
1. Proper care of the mother between pregnancies is important to insure both physical and mental health.	Define interconceptional care. View filmstrip, "Healthy Mother, Healthy Baby."	Whelan, Elizabeth M., M.D., A Baby? Maybe, p. 185. "Healthy Mother, Healthy Baby," "Prenatal Care: Preparing for Parenthood Series," Parents Magazine Films, Inc.
2. Doctor should be consulted in order to prevent pregnancy until parents decide when the next child is wanted.	Analyze the importance of continuing one's education about new methods and resources in pregnancy and childbirth. Evaluation: Explain the importance of the mother's health and well-being between conceptions.	

MAJOR CONCEPT IX: Adjustments of the New Family

SUPPORTING CONCEPTS: A. Changes in Life Style

B. Choosing a Caregiver for the Child

UNIT OBJECTIVE: Upon completion of this unit, the student will analyze the major adjustments the family will make when children come into the home.

STUDENT PERFORMANCE OBJECTIVES: The student will:

A. Describe three major changes that children make in the life style of the family.

B. List five guidelines for selection of quality caregiver.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A. Changes in Life Style		
1. Becoming parents for the first time is probably the most significant and demanding role that most individuals encounter during their lifetime.	Define life style. View pictures of various life styles. Read about life styles from references. List possible changes in these life styles upon the arrival of the child.	Westlake, H., Relationship: A Study in Human Behavior, pp. 33-34. Brisbane, H., The Developing Child, pp. 27-34. Hurlock, E., Child Growth and Development, pp. 275-285.
2. The presence of a new baby in the home will include several major adjustments: a. Personal adjustments of the mother (1) Physical and emotional changes of body. (2) Less freedom (3) Feelings of insecurity. (4) Neglect of personal feelings and needs. (5) Feelings of fatigue. (6) Traditional child-caring tasks.	Role play the baby's first homecoming with all the relatives present. Show possible immediate adjustments required by other siblings, grandparents, etc. Recall television programs such as "My Mom's Having a Baby," and cite adjustments by family members.	

b. Personal adjustments of the father (1) Division of labor and responsibility. (2) Feelings of insecurity. (3) Feelings of jealousy and neglect. (4) Adjustment to wife's role as mother. (5) Less freedom. (6) Financial burden.	Read reference and list major adjustments for mother and father and for other children in the family. Complete family adjustment chart in class.	Baker and Fane, Understanding and Guiding Young Children, pp. 53-54 and pp. 241-247. Appendix EE.
c. Economic adjustments (1) Financial cost of infant. (2) Less income if mother must quit working. (3) Cost of child care.		
d. Social adjustments (1) Less time for entertainment. (2) Less time together. (3) Less time for friends.	View filmstrip, "Children and Reality."	"Children and Reality," Eye Gate House, Inc.
3. Family relationships may be strengthened by the birth of a child when the	Invite new parents, parents with older children and grandparents to participate in a panel discussion. Ask them to	

parents are able to adjust to the changes brought about by the experience.	relate some major adjustments and to share some of the joys and tribulations of child rearing.	
4. Children of immature and unprepared parents may cause further conflict.	Read "No Kidding Around." Give examples of conflict between parents when children arrive, such as: 1. Immature father cannot give up his nights out. 2. Immature mother neglects children for soap operas or girl friends.	Teen Times, Jan./Feb., 1977.
5. Role expectations may be a source of conflict. a. In the traditional family, the mother was the sole caregiver.	Interest Approach: Teacher brings a diaper to class and asks question - "Do boys need to know how to change diapers? Why or why not?"	
b. In the modern family, division of labor may be altered as the husband and wife accept additional roles.	Complete opinionnaire on roles of husband and wife as parents.	Appendix FF.
6. The single parent's self-concept, decision-making ability, outlook on life, attitudes toward the opposite sex, knowledge of	Discuss a child's need for two parents. Collect evidence that some children from one-parent homes are as well adjusted as those from two-parent homes.	Klemer and Smith, Teaching About Family Relationships, p. 285.

child development and financial means will determine how well his/her child develops.		
7. A child's position in the family affects his role expectations.	Take a poll of the class as to the position of the students in their families. Discuss role expectations.	Forer and Still, The Birth Order Factor.
B. Choosing a Caregiver for the Child		
1. Some women find it necessary to work following the birth of a baby; therefore, finding an appropriate caregiver for the child is of great concern to parents.	Recall babysitting experiences. Explain what the employee has a right to expect of a babysitter.	
2. Parents should take time when selecting the caregiver. They should seek a person (or facility with this special person) who is loving, nurturing, knowledgeable of children's needs, and patient and understanding with children.	List and describe the difference between a babysitter and a caregiver.	Baby Care Basics, Johnson and Johnson pamphlet. Ellett, M., The World of Children, p. 93.
3. There are several child-care arrangements available to parents:	Read about early childhood education programs.	Appendix GG.

a. Day care centers. b. Private sitters. c. Group day homes. d. Relatives	Visit and evaluate a day care center. Report to class on: 1. Physical facilities. 2. Personality traits of the caregiver. 3. Behavior or apparent adjustment of children. 4. Possible problems. 5. Teacher - child interaction. 6. Teacher - child ratio. Discuss use of relative as caregiver. Extended Learning: Interview three working mothers to learn their caregiving arrangements. Share findings in class. Summarize 1. Characteristics of a desirable caregiver. 2. Factors affecting choice of a day care center. Evaluation: Describe three major adjustments the family will make when children come into the home and list five guidelines for selection of a quality caregiver.	Appendices HH, II.

MAJOR CONCEPT X: Parenting Children with Special Needs

SUPPORTING CONCEPTS:

A. Identification of the Handicapped Child

B. Problems of Parents of a Handicapped Child

C. Skills Required by Parents of a Handicapped Child

D. Resources Available to the Handicapped Child and His/Her Parents

UNIT OBJECTIVE: As a result of this unit, students will be able to recognize the needs of exceptional children and the special parenting skills critical to meeting those needs.

STUDENT PERFORMANCE OBJECTIVES:

A. Explain four signs which might lead a parent to believe his/her child is handicapped.

B. Describe three possible prenatal or postnatal conditions which could result in a handicapped child.

C. Discuss five problems incurred by the parents and family members of a handicapped child.

D. Name four agencies available to handicapped children and their parents.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A. Identification of the Handicapped Child		
1. All potential parents should be aware that they could have a handicapped child.	Read about characteristics of the three types of handicapped children.	Kirk, Samuel A., Exceptional Children.
2. Handicaps in children may result from one of the following causes: a. Heredity b. Birth disorders c. Illnesses d. Injury	Define: a. Handicapped b. Physical handicap c. Emotional handicap d. Mental handicap	Living With Blindness, Dickman, Public Affairs, No. 473.
	Interview a physician on the parents' chances of having a handicapped child.	The Mentally Retarded, Jacob, Public Affairs, No. 349.
	Give oral reports on different types of handicaps.	Buckler, Beatrice, Living with a Mentally Retarded Child.
	Discuss cause of each type of handicap.	Blindness, Ability, Not Disability, Wood, Public Affairs, No. 295A.
		Cerebral Palsy, Seaver, Public Affairs, No. 401.
	FHA/HERO: Visit a hospital or similar institution for the handicapped.	Helping the Slow Learner, Bienvenu, Public Affairs, No. 405

	Extended Learning: Volunteer to help a handicapped person or research famous people who were handicapped and report to class.	Helping the Child Who Cannot Hear, Moffat, Public Affairs, No. 479. Help for Troubled Children, Cohen, Public Affairs, No. 454.
3. A newborn baby is examined immediately by the physician to detect any possible abnormalities. Parents need to be aware of some of the signs in their child which could imply a handicap.	Research what the APGAR test reveals. Interview a physician or nurse to find out the test performed on infants at birth to detect normal and/or abnormal development.	Guttmacher, Alan F., Pregnancy, Birth and Family Planning.
a. Since children develop at different rates, parents should be aware of development of children, of growth norms and extreme lags.		White, Barton, The First Three Years of Life, pp. 219, 229.
b. Parents should note the following: (1) Failure to follow an object visually. (2) Failure to respond to sudden noises (hearing). (3) Extreme activity (emotionally).	View and discuss film "The Only Kid on the Block." or other film about handicaps from the 1978-79 Educational Materials Catalogue, Kentucky Department for Human Resources.	"The Only Kid on the Block," March of Dimes. Film Library, Bureau for Health Services, 275 East Main Street, Frankfort, KY 40601.

(4) Extreme quietness (emotionally).
(5) Delayed cooing, babbling, or speaking (mental).
(6) Lack of interest in stimulation (mental).
(7) Delayed speech when given opportunity to express needs.
(8) Inability to turn over by age of six months.
(9) Inability to remain awake for 45 minutes by the age of five months.
(10) Inability to swallow or grasp by age of five months.
(11) Increase in severity of crying.
(12) Facial differences by age of five months.
(13) Delayed walking by age of eighteen months.
(14) Head wobbly at age of four months.

Explain four signs which might lead a parent to believe his or her child is handicapped.

Evaluation: Describe three prenatal or postnatal conditions which could result in a handicapped child.

B. Problems of Parents With a Handicapped Child		
Once a child has been diagnosed as handicapped, certain problems may arise with the family. The parents may feel: a. Shame b. Guilt c. Fear of future pregnancies d. Marital disharmony e. Denial f. Social Conditions (1) Social adjustments (2) Financial burdens g. Negative effects on siblings (1) Jealousy (2) Social life adjustments (3) Fear of being affected (4) More responsibility	Interview parents of a handicapped child to see if they can relate to you their initial reaction to finding out that their child was handicapped and how they finally adjusted to the condition. Invite parent or a sibling of a handicapped child to come to class as a resource person. Examine children's books which may be used to explain handicaps to younger sisters and brothers. Evaluation: Discuss (orally) five problems parents and family members of a handicapped child might face.	Hannan, Charles, Parents and Mentally Handicapped Children, Cahpter 2. Lasker, Joe, He's My Brother.
C. Skills Required by Parents of a Handicapped Child		
1. Once parents accept a handicap of their child, certain skills and	Define behavior modification. Find out what this means and why it works with handicapped children.	Buckler, Beatrice, Living With A Mentally Retarded Child.

attitudes must be implemented by the parents in order to insure optimal growth of the child.		
2. Some guiding principles for parents of a handicapped child: a. Don't try to do it all. b. Use the same method as the school. c. Create opportunities for practice. d. Use sincere praise. e. Don't talk too much. f. Be consistent. g. Be patient. h. Don't tell him/her, show him/her. i. Respect routine.	Review filmstrip, "On Learning and the Disabled Student."	"On Learning and the Disabled Student," "Behavioral Alternatives Series," Westinghouse Learning Press.
D. Resources Available to the Handicapped Child and His/Her Parents Most communities have some resources available to help the handicapped child and the family.	View film, "I Just Smile And Keep on Walking." Compile a list of the available agencies in the local community which offer services for the handicapped.	"I Just Smile And Keep on Walking," March of Dimes. Department for Human Resources, Frankfort, Kentucky 40601. Bluegrass Association for Mental Retardation 898 Georgetown Street Lexington, Kentucky 40505

Evaluation: Name four agencies available to handicapped children and parents of handicapped children.

Local resources:
1. Hospital
2. Doctor
3. Nurse
4. Pediatrician
5. Physical Therapist
6. Health Department

Commission for Handicapped Children
1405 East Burnett Avenue
Louisville, Kentucky 40217

MAJOR CONCEPT XI: Creating an Environment for Optimum Growth and Development of Children from Infancy through Adolescence.

$UPPORTING CONCEPTS:

A. Physiological Factors

B. Safety and Security

C. Love and Belonging

D. Esteem of Self and Others

E. Enriching Experiences

F. Self-actualization

UNIT OBJECTIVE: Upon completion of this unit the student will be able to analyze factors which provide an environment for optimum growth and development.

STUDENT PERFORMANCE OBJECTIVES: The student will:

A. Recognize the basic, human physical needs, how they are met, and how they relate to the person's total development.

B. Understand the correlation between security (physical-psychological) in environment and maximum human development.

C. List and describe the way love grows from a self-centered emotion to a satisfying social relationship.

D. Explain why one needs a positive self-concept in order to interact successfully with others.

E. Define self-actualization.

F. Determine opportunities for providing enriching experiences for children.

G. Describe ways in which parents can create an environment that will provide for the maximum development of a child's potential.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A. Physiological Factors		
1. The development of the whole person is influenced by factors in the environment. An enriched environment will enhance a person's development. A less stimulating environment could have adverse effects on the development of the person.	Brainstorm - or teacher prepares "grab bag" game, showing how psychological conditions affect behavior. "How does the way you feel affect your behavior?" View display on hierarchy of needs. Note to teacher: The display of hierarchy of needs can be used as a bulletin board, chart, transparency or student handout. One suggestion is to develop it as a puzzle pyramid.	Appendix JJ. Maslow, Toward a Psychology of Being, (teacher reference). Sasse, C., Person to Person, Chapter 3. Appendix KK.
2. An infant's first contact with the environment is through his or her body. If physical needs are met quickly (discomfort removed quickly), if the child is touched and talked to and played with and given affection according to individual needs, then the child will come to sense the world and people as safe and dependable.		White, Burton L., The First Three Years of Life, Chapter 1.
3. As the child and adolescent grows, the physical	Listen as teacher explains how the lower needs must be met at each age	Landis and Landis, Personal Adjustment, Marriage and

needs remain the same but the manner in which these needs are met changes and varies with the individual.	before one can go on to the next level.	Family Living, Chapter 26. Paolucci, Faiola, Thompson, Personal Perspectives, Chapter 1.
4. There are certain conditions that are basic to physical growth:	List conditions necessary for physical growth.	
	View display of pyramid (Part I).	Appendix KK.
a. Food	Recall the basic four food groups.	White, R., Food and Your Future, p. 26.
(1) Physical nourishment is provided by balanced meals served in a pleasant environment.		
(2) The environment for children at mealtime is as important as the food provided. (a) Quarreling (b) Distractions during mealtime (c) Food likes and dislikes (d) Schedule	Discuss environment for children at mealtime.	Dreikurs, Rudolf, The Chellenge of Child Training: A Parents Guide.

(e) Attitude of provider		
b. Physical exercise is necessary for motor development and maintenance.	<u>View</u> filmstrips, "Effective Parenting Through Child's Play."	"Effective Parenting Through Child's Play," Parents Magazine Films.
	<u>Give</u> examples of: 1. Active physical play 2. Constructive creative play 3. Imaginative play 4. Social play	White, Burton L., <u>The First Three Years of Life</u>, pp. 71, 96.
	<u>Make</u> collage of play at different ages. 1. Infant 2. Preschooler 3. Child 4. Teen 5. Adult	
(1) An infant's movements become coordinated with practice and stimulation, progressing into play as he/she develops.		
(2) Play to a child is as important as work is to adults.		
(3) Through play, the child learns skills needed in later life.		
(4) The child gains dexterity, both physically and mentally.	<u>Discuss</u> benefits of play to young children.	Hurlock, E., <u>Child Growth and Development</u>, p. 267.
(5) The child develops the ability to live and work with other people.	<u>Invite</u> a panel of male faculty members or administrators to share their experiences in playing with their own children.	

(6) A child's play changes as growth occurs and as his/her abilities develop. (7) Later play becomes organized into games and sports.		
c. Clothing can be a means of identification which gives the individual a healthy feeling of belonging. (1) Sex identification begins with the use of color (pink vs. blue). (2) During early childhood, the child enjoys choosing garments that give a feeling of belonging. (3) In middle childhood, clothing represents conformity to group.	View display of pyramid (Part II). Discuss case study involving clothing for children. Recall some of your favorite childhood garments, such as cowboy outfit, high-heeled shoes. Write paragraph, "The Kind of Clothes I Like." Recall an unpleasant experience where you felt embarrassed because you were not dressed "right" for the occasion.	Brisbane, H., Developing Child, pp. 271-273, 99, 353-354. Hurlock, E., Child Growth and Development, Chapter 18.

(4) Adolescents know what they want, and that dress reflects their peers, as well as their own self-concept.		
d. Every human being needs a spatial structure which will allow privacy, belonging, and a sense of security.	View display of pyramid (Part III).	Appendix KK.
	Listen to tape, "The Home: An Environment for Human Growth," Side II.	"The Home: An Environment for Human Growth," J. C. Penney Kit.
(1) During infancy the caregiver provides shelter.	View slides showing how one's home satisfies most needs.	
	Consider what consists of an invasion of privacy by completing "Don't Bother Me!"	Appendix LL.
(2) During childhood the sense of privacy and belonging is strongest.	Discuss feelings of need for privacy.	Hurlock, E., Child Growth and Development, Chapter 17.
(3) During adolescence the sense of security is reinforced. It is also important to have a place to entertain friends.	Extended Learning: Draw to scale a child's bedroom; then make a plan for arranging the room for two children so that each would feel that the room is "mine."	
e. Developing healthy attitudes toward one's sexuality means	View display of pyramid (Part IV).	Appendix KK.
	Define "sexuality."	

creating a climate of openness about physical expression, the body and affection as well as more specific sexual matters. (1) Proper terminology should be used when discussing body parts and processes.	Read reference concerning how one develops a healthy attitude toward sexuality. Discuss ways parents can help children to develop a healthy attitude toward sexuality.	Brisbane, H., Married Life pp. 41-44. Bowman and Spanier, Modern Marriage, pp. 398-403.
(2) Persons show respect for their bodies by practicing good hygiene and not allowing other people to abuse them.	Examine books from local library that may be used to teach children about sex.	Sheffield, M., Where Do Babies Come From?
(3) Masturbation is a normal expression of sex for both males and females.	Write a paragraph, "How I Plan to Tell My Child about Sex."	
F. All children learn sex-role behavior deemed appropriate by both parents. When only one parent is present, careful thought must be given to finding	View film, "The Fable of He and She." Discuss: As children approach the age of three, they begin to recognize themselves as boys or girls. How and what should they learn about egalitarian sex roles?	"The Fable of He and She," Film Library, Bureau for Health Services. Hurlock, Elizabeth B., Child Growth and Development, Chapter 21.

people who can offer the child the kind of sex role identity and experience needed.		
5. Once the lower needs are fulfilled to some degree, then the next level begins to emerge.	Evaluation: Write a paper explaining the basic physical needs, how they are met, and how they relate to a person's total development.	
6. Unrealistic expectations of a person's capabilities at any stage can hinder all types of growth.	Brainstorm on behavior of preschoolers. List some general characteristics of each age group on the chalkboard.	Appendix MM.
	Discuss why parents need to know the capabilities of children at each stage of development.	
	Listen to speaker explain what parents can do to prepare their children for school and to help them to succeed in school.	Speaker Sources: Kindergarten teacher Early childhood educator School supervisor Guidance counselor
	Complete Career Education study of speaker.	Appendix L.
	Read references on getting a child ready for school.	Hurlock, Elizabeth B., Child Growth and Development, pp. 351-363.
	Discuss unrealistic expectations of some parents for their children to excel in sports, music, grades, contests, etc.	

	Evaluation: Write a paragraph explaining need for parent to have realistic expectations of their children's capabilities.	
B. Safety and Security		
1. Each child needs to feel secure within the family unit. One's sense of security is increased as trust is developed. Positive experiences, beginning at infancy and continuing throughout life, serve to reinforce this feeling of security.	View display of pyramid (Part V). Develop profile of home situations that foster a sense of security. Evaluation: Write a recipe for a home which provides security. Explain how this relates to maximum human development.	Appendix KK. Ames, Child Care and Development, pp. 370.
2. Regular visits to a physician and dentist is a factor to consider in keeping a family healthy and in preventing illness.	View display of pyramid (Part VI). List on board the common causes of injuries to child. View film, "250,000 Ways to Destroy a Child's Life Without Leaving Home."	Appendix KK. A Safe Home for Your Children, Planned Parenthood. "250,000 Ways to Destroy a Child's Life Without Leaving Home," Film Library, Bureau for Health Services.
3. Providing a healthy, safe environment contributes to the prevention of disease, accidents, and	Make posters: "Making Home Safe."	Local utility company or Red Cross Chapter.

emergency situations.	FHA/HERO: Distribute immunization record for children to neighbors, doctors' offices, etc.	March of Dimes Immunization Record.
C. Love and Belonging		
1. Children are usually egocentric because they are often unable to put themselves in position of others and see things from others' points of view.	View display of pyramid (Parts VII and VIII).	Appendix KK.
	Define love by having students draw or write what "love" is between parent and child.	
2. Parents love their children in many ways, but not all ways are helpful in meeting children's needs at various stages of growth.	Listen as teacher defines three types of parental love.	Somerville, R., Introduction to Family Life and Sex Education.
	Discuss stages of love.	
a. Developmental Parental Love shows awareness of child psychology and expresses acceptance of the child even when actions or language is displeasing.	Evaluation: Small group activity involving response to case situation as a developmental parent, a dutiful parent or a smothering parent.	Appendix NN.
b. Dutiful Parental Love shows the parent carrying out responsibilities but indicates more awareness of the inconvenience caused by the child than his/her needs.		

c. Smothering Parental Love shows the parent who needs to feel needed and loves the child as a possession, one that will keep on needing the parent's care. Support is withdrawn abruptly whenever the child makes any move toward independence.		
3. The development of love is a step-by-step process that progresses throughout life. a. Self love b. Parental love c. Family love d. Gang love e. Adolescent love f. Mature love	View filmstrip series, "Love and Identity." Discuss how love should progress, "Steps Toward Mature Love." Evaluation: Analyze characteristics of each stage of love as it progresses from a self-centered emotion to a satisfying social relationship.	"Love and Identity," Parent's Magazine, Inc. Brisbane, Married Life, pp. 141-147. Fromm, Eric, The Art of Loving. Appendix OO.
D. Esteem of Self and Others		
1. Self-concept is the total view an individual has of himself.	View display of pyramid (Parts IX and X). Recall definition of self-concept.	Appendix KK. Felker, Helping Children to Like Themselves, pp. 65-90.

2. Building a child's self-concept involves: a. Teaching children to set reasonable goals. b. Helping a child develop confidence that he/she can succeed. c. Helping children evaluate realistically. d. Teaching a child to take pride in his/her achievements. e. Teaching a child to cope with and overcome failure.	Buzz Session: List the ways a parent can help a child develop self-confidence (small groups or whole class). Discuss handout, "Guidelines for Practical Parenting." Conduct an "I'm O.K. Day." Make name tags which include your name, the statement, I'm O.K." and a list of three positive things about yourself. Relate an incident that you feel good about to the class. (Teacher participates with students.)	Felker, Helping Children to Like Themselves, pp. 70-71. Appendix PP.
3. A positive self-concept is important in creating an attitude of being able to cope with crisis when it arises. a. Death (family, friends) b. Serious illness c. Divorce - separation d. Alcoholism e. Moving f. Loss of job g. Rape	View filmstrip series, "Children in Crisis." Independent study: Research and report on topics on coping with various crises.	"Children in Crisis," Parent's Magazine Films, Inc. Grollman, Earl, Talking About Death. Haskins, Jim, Teenage Alcoholism. Pincus, Lily, Death & The Family. Bohannan, Paul (Ed), Divorce and After.

		Gardner, Richard, The Parents Book About Divorce.
		Horos, Carol, Rape.
	View film, "Rape: A Preventive Inquiry."	"Rape: A Preventive Inquiry," Film Library, Bureau of Health Services.
	Evaluation: Explain why one needs a positive self-concept in order to interact successfully with others.	
4. A child's understanding of what is right and wrong is learned at an early age.	View display of pyramid (Part XI).	Appendix KK.
	Interest Approach: Participate in small group activity, "Public and Moral Issues."	Appendix QQ.
a. Moral codes are rules which are imposed on individual members of a group so that their activities will support and carry on the practices of that social order.	Define moral codes.	Westlake, H., Relationships: A Study in Human Behavior, Chapter 18.
	Give examples of some current moral codes in your community.	An Introduction to Values Clarification, J. C. Penney Co. Teacher reference.
b. In our society the Judeo-Christian code is taught by adults as the code to follow; however, the adult world does not provide enough models.	Discuss topics such as: 1. "Why don't parents practice what they preach?" 2. "Freedom carries responsibilities." 3. "There's no such thing as doing your own thing."	Stewart, Robert, The Daddy Book.

5. Parents who set the examples they wish their children to follow help eliminate some of the anxieties young people face in today's ambiguous society.	Develop bulletin board to show a scale balancing the relationship of self to others.	Westlake, Helen, Relationships: A Study in Human Behavior, p. 200.
	Evaluation: Complete "Student Strategy for Instilling Moral Values."	Appendix RR.
6. Discipline: Training in self-control. Constructive discipline provides children with much of the guidance and encouragement they need in the process of growing up. It can:	Define discipline and give reasons as to why it is important.	Westlake, Helen, Children, A Study in Individual Behavior, p. 288.
	Discuss: "Why is discipline necessary?"	Dodson, Fitzhugh, How to Father.
a. Provide them with opportunities for expressing themselves in acceptable ways.	"How does a parent teach discipline?"	Dodson, Fitzhugh, How to Discipline.
b. Protect them from physical harm.	"This hurts me more than it hurts you."	
c. Protect them from their own impulses.	"Spare the rod, spoil the child."	Dodson, Fitzhugh, How to Parent.
d. Keep them from infringing on the rights of others.	Read "A Memo From Your Child."	Appendix SS.
	View filmstrip, "Discipline and Children."	"Discipline and Children," Parents Magazine Films.
	Evaluate: Prepare a guide for new parents entitled "When and How to Discipline."	Appendix TT.

	FHA/HERO: Pass out copies of handout to various community organizations.	
e. Enriching experiences provides the medium through which the intellect is nurtured.	View display of pyramid (Part XII).	Appendix KK.
	Observe objects in classroom. List on board those that provide for enrichment.	Brisbane, Holly E., The Developing Child, p. 388.
(1) Provide stimulation for thinking and solving problems.	Analyze your home for examples of enrichment, or Recall stories your parents read to you as a child, or records, or pictures, or	Teach Your Child to Talk, Standard Publishing Company.
(2) Communicate verbally at birth and throughout growth to stimulate language development.	View filmstrips, "Preparing the Child for Learning."	Hurlock, E., Child Growth and Development, Ch. 13. f. "Preparing the Child for Learning," Parent's Magazine Films, Inc.
(3) Provide opportunities for organized learning such as music lessons, foreign language, dancing lessons, or art lessons.	Research community facilities for free opportunities for enrichment of the environment.	
	Extended Learning: Plan and conduct an excursion for a small child.	
	Share travel experiences with other students.	

(4) Provide opportunities for travel to widen personal experience with other cultures		
(5) Expose children to books; start reading to them at an early age.	Evaluation: Investigate community resources to determine five activities or opportunities (that do not require money) that the parent could give the child and state how each would aid in development of the child.	
f. Self-Actualization	Bulletin Board: "The Greatest Unexplored Area in the World Lies Under Your Hat!" Display pictures of hats.	White, B., The First Three Years of Life.
(1) Self-actualization is the need to become the most effective person a human being is capable of becoming with the existing potentialities.	View display of pyramid (Part XIII).	Appendix KK.
	Define "self-actualization".	Maslow, A. H., Motivation and Personality.
	Discuss: What do we mean when we say "using all of a person's capabilities?"	"Me, Myself and I," J. C. Penney Kit.
		Sasse, Connie, Person To Person, pp. 52-58.
	Read about "Traits of The Self-Actualizing Person."	Appendix UU.

	Complete exercise: "Happiness Is. . ."	Appendix VV.
(2) A feeling of restlessness and discontent results when individuals are not using their capabilities to achieve a feeling of self-fulfillment	Seek and bring to class current newspaper articles that point out examples of destructive behavior. Discuss: Feelings of frustration over failure. What unmet needs seemed to cause or worsen the failure?	"Insight into People," J. C. Penney Awareness Kit.
(3) One factor which helps people grow toward self-actualization is involvement in a cause larger than themselves.	FHA/HERO: Encourage students to become involved in a project which involves service to others. Discuss rewards possible to an individual as a result of service to others.	Sasse, Connie, Person to Person, pp. 52-58.
(4) The principles presented in this unit have withstood the test of time like the pyramids.	View display of complete pyramid.	Appendix KK.
	Define and discuss "self-actualization."	Maslow, A. H., Motivation and Personality and New Knowledge in Human Values.
	Complete "Parenthood Word Search."	Appendix WW.
	Evaluation: Write a Term Paper describing ways in which parents can create an enriched environment that will provide for the maximum development of a child's potential.	

APPENDIX

Appendix A

SELF AWARENESS STUDY

Directions: Read through this entire list of adjectives and underline twelve words which you feel are descriptive of yourself.

Select a partner and exchange worksheets. Your partner should circle the twelve adjectives which he/she feels best describe you.

Compare your responses to those of your partner. Which list was more positive? What reasons can you give for this?

gentle	dishonest	clumsy	mouthy
hard-working	smart	petite	envious
sloppy	quiet	peaceful	concerned
funny	talented	mean	creative
loving	competitive	slim	muscular
complaining	poised	hostile	naive
firm	cautious	charming	conceited
good-humored	clever	happy	generous
lazy	responsible	well-dressed	sad
unique	skinny	crabby	attractive
warm	mature	polite	aggressive
energetic	reckless	heavy	friendly
absent-minded	prejudiced	outspoken	nervous
respectful	thoughtful	two-faced	talkative
kind	proud	moody	impatient
articulate	tall	artistic	loyal
sympathetic	sophisticated	rebellious	organized
accepting	shy	forthright	athletic
honest	reflective	spiritual	narrow-minded
unselfish	spiteful	selfish	sensitive

Appendix B

"I AM SOMEONE WHO"

Instructions: Work alone to complete the following sentence stems. Think each statement through carefully before finishing the statement.

1. I would be happy if _____

_____

_____

2. I feel best about myself when _____

_____

_____

3. Hard work makes me _____

_____

_____

4. I need friends who _____

_____

_____

5. I enjoy life more when _____

_____

_____

6. I love people who _____

_____

_____

7. I get a warm feeling when _____

_____

_____

8. I can accept differences in others when _____

_____

_____

9. School is a place where _____

_____

_____

10. Dangerous situations _____

_____

_____

11. My parents are _____

_____

_____

12. I am dissatisfied with myself when _____

_____

_____

13. One experience I wish to have is _____

_____

_____

14. Old people make me _____

_____

_____

15. I feel excited when _____

_____

_____

Follow up: 1. From the information given above, write a short description of a person with these qualities.

2. Do you recognize this person?

Appendix C

ANALYZING SELF-CONCEPT

Write up the reaction of, both a person with a positive self-concept and one with a negative self-concept, to the following situations:

Situation	Positive Self-Concept Reaction	Negative Self-Concept Reaction
Sam tried out for a play and is waiting for the verdict.		
While shopping, Joe accidentally broke some glassware.		
Tom got to school and found out he had a large spot on his shirt.		
Linda ordered a hamburger and it was cold when it was served.		
Ann has a chance to take advanced placement math.		
Sue was leaving the library and the electronic sensing device beeped.		

Taken from: Michigan Curriculum Guide in Child Development

Appendix D

PERSONAL EVALUATION

Directions: In column 1 check the words which you feel describe you. In column 2 check the words you would like to describe you. Compare the two lists. Determine what you need to do to make the second list a reality.

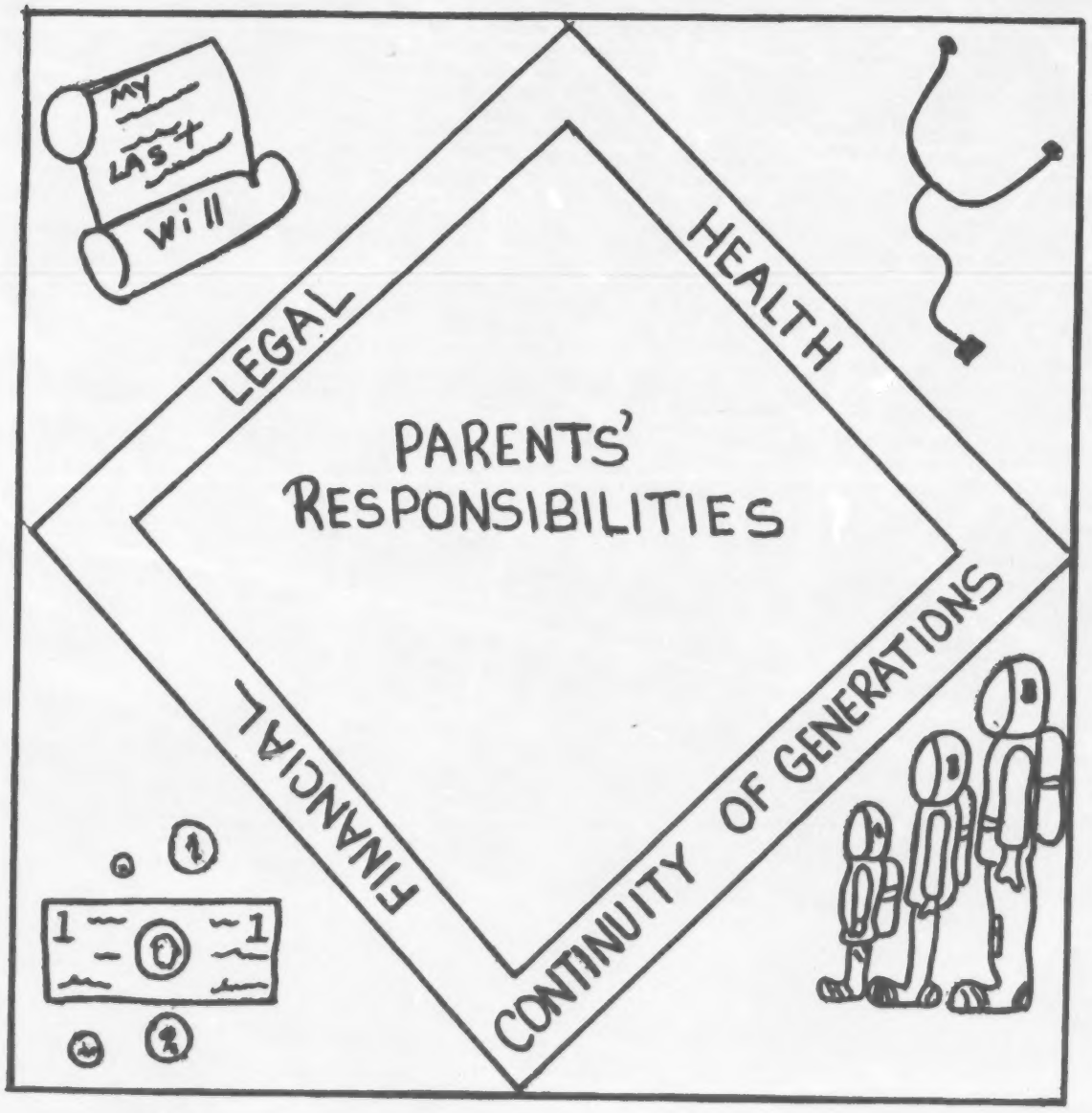
	Always		Usually		Sometimes		Never	
	1	2	1	2	1	2	1	2
1. Honest								
2. Happy								
3. Friendly								
4. Sad								
5. Serious								
6. Sensitive								
7. Jealous								
8. Popular								
9. Shy								
10. Clumsy								
11. Show-off								
12. Afraid								
13. Kind								
14. Modest								
15. Proud								
16. Lazy								
17. Neat								
18. Thrifty								
19. Even-tempered								
20. Dependable								

Appendix D

	Always		Usually		Sometimes		Never	
	1	2	1	2	1	2	1	2
21. Moody								
22. Liberal								
23. Unreasonable								

Taken from:
Michigan Curriculum Guide in Child Development

BULLETIN BOARD IDEA



Directions: MAKE Three Dimensional. Use Separate Colors For Each Corner.

Appendix F

QUESTIONNAIRE ON PARENTHOOD

I. Directions: If you agree, circle A. If you disagree, circle D.

A D 1. Parents underestimate a child's capacity for understanding and insight.

A D 2. Parents underestimate a child's capacity to be orderly, neat, and coordinated.

A D 3. There is little chance that the things which happen to a child in his first year of life will affect his later adjustment.

A D 4. Parents should reprimand or punish a child for expression of hostility (I hate you) toward them.

A D 5. We should strive to have the sex education for the son given by the father, for the daughter by the mother.

A D 6. Women have more preparation for parenthood than men.

A D 7. Prolonged bed-wetting (enuresis) is usually the result of some emotional disturbance or conflict.

A D 8. A man is better prepared to be a good father to sons than to daughters.

A D 9. A man is better prepared to be a good father to older children (10-15 years).

A D 10. It would be harder to love an adopted child than one of your own.

A D 11. Parents should wait until a child asks questions before giving any sex information.

A D 12. I would like to have no more than one or two children at the most.

II. Circle the appropriate response, or ND which means "No Difference."

1. As I was growing up, if I needed comfort or sympathy, I was most likely to go to MOTHER FATHER ND

2.	In our family, the more stern, harsh discipline was likely to come from	MOTHER	FATHER	ND
3.	When there was some silly little thing I liked to play or do, the parent most likely to understand was	MOTHER	FATHER	ND
4.	In our family, the parent who was most likely to give me my allowance or the money I needed was	MOTHER	FATHER	ND
5.	If you could have only one child, which sex would you prefer to have?	BOY	GIRL	ND
6.	Which seems, in general, easier to rear?	BOY	GIRL	ND

Taken from:
Michigan Curriculum Guide in Child Development

Appendix G

PARENTHOOD SURVEY

Analyze social factors for not having children according to the following form. Select 3 married persons who have decided against having children. Include people from these 3 age groups: 20, 30, 40 years and over.

RESPONDENT: _____Wife _____ Husband

1. Why do you not want children?
2. How many years have you been married?
3. Have you always been against having children? If not, what changed your mind?
4. Do you and your spouse agree on the subject of not having children?
5. Was this a mutual agreement?
6. Who was the decision hardest for, you or your spouse?
7. Have you felt any parental pressure to have children?
8. Have you felt any societal pressure to have children?
9. Do you feel a loss of freedom and further commitment at having children?
10. Are you concerned about the population explosion?
11. Do you feel prepared for parenthood? In what ways?
12. In what ways do you feel unprepared, if any?
13. Could you ever change your mind about parenthood?
14. What might have to occur to change your mind?

Taken from:
Michigan Curriculum Guide in Child Development

BILL OF RIGHTS FOR CHILDREN

Bill of Rights offered for consideration at the White House Conference on Children and Youth in 1970 as a reaffirmation of rights for children of today and tomorrow. This was based on The Children's Charter, developed at the 1930 White House Conference on Child Health and Protection.

...The right of every child to spiritual and moral training, to help him meet the pressures of life.

...The right of every child to understanding and respect for his own personality.

...The right to a safe, wholesome home of love and security, free from conditions that thwart his development.

...The right to a healthy childhood.

...The right to community recognition of his needs, protection against physical dangers, moral hazards, and disease.

...The right to an education that, through the discovery and development of his individual abilities, prepares him for a life; and through training and vocational guidance prepares him for a living that will yield him the maximum of satisfaction.

...The right to teaching and training, to prepare him for parenthood, homemaking, and the rights of citizenship.

...The right to grow up in a family with an adequate standard of living and the security of a stable income.

Appendix I

POSITIVE ASPECTS OF PARENTHOOD

1. Pride in my baby's development.
2. Fewer periods of boredom.
3. Closer relationships with relatives.
4. Increased appreciation for family and religious traditions.
5. Increased contact with neighbors.
6. More things to talk to spouse about.
7. Feeling "closer" to spouse.
8. Feeling of "fulfillment."
9. Baby fun to play with.
10. New appreciation of my own parents.
11. A purpose for living.
12. Enjoy baby's company.
13. A sharing of love and affection both ways.
14. Watching child achieve new goals.
15. The excitement of sharing baby's first birthday, steps, school days, etc.
16. Feeling needed.
17. Baby boy will carry family name.
18. The feeling of "pride" when your child succeeds.
19. Increased awareness of own goals, attitudes and personality.

Taken from:
Michigan Curriculum Guide in Child Development

Appendix J

NEGATIVE ASPECTS OF PARENTHOOD

1. Worrying about personal appearance since the baby was born.
2. Physical fatigue.
3. Baby interrupted sleep and rest.
4. Feeling "edgy" or emotionally upset.
5. To many suggestions from in-laws about baby.
6. Constant cleaning, washing, etc.
7. Keeping an eye on children at all times.
8. Child embarrassing you.
9. Children getting sick and your having to stay home.
10. Emotional problems of children.
11. The worry of what children will grow up to be like.
12. Hiring a babysitter and the expense of it.
13. Having to take children shopping.
14. Answering all kinds of questions seriously, with the right answers.
15. Less time for career and self.
16. Restricted social life.
17. Jealousy between husband and wife.
18. Expense of larger home, clothing, food, and medical bills.
19. Limited travel.

Taken from:
Michigan Curriculum Guide in Child Development

OPTIONS FOR A PROBLEM PREGNANCY

First, it may be necessary to have a pregnancy test to determine if you really are pregnant. Pregnancy tests are available from private doctors, health clinics, hospitals, Planned Parenthood Centers or in kit form from a drug store.

1. GET MARRIED - Do you and your partner want to get married? Don't feel that you have to get married. Many young teens who get married are very unhappy and later get divorced. Marriage is much more than having a baby. Consider your financial and educational situation. Are you and your partner ready for the responsibility of marriage and parenthood? A wedding should be the beginning of a happy lifetime together and not a hasty solution to a problem pregnancy.

2. STAY SINGLE AND KEEP THE CHILD - Some women choose this option. Many are happy as unmarried mothers and are able to bring up a happy child, but others are miserable. Do you have relatives, friends or neighbors who will help you take care of your baby? Who will pay the bills? (Limited financial assistance may be available through Aid to Families with Dependent Children.) You may find that you have interests that differ from either single or married friends. Sometimes you will want to be out having fun instead of staying home with your child. Later, the possibility of marriage may become more difficult. Consider the importance to the child of having a father. Child-rearing is probably the greatest responsibility anyone ever has in a lifetime! Counseling is available from the Bureau for Social Services of the Kentucky Department for Human Resources. The Florence Crittendon Mutual Care Boarding Home in Lexington provides housing, meals and day care for single mothers and their babies until they can return to the community as self-supporting citizens.

3. PUT THE BABY UP FOR ADOPTION - When your baby is placed for adoption you can assume that he has a good home with two parents who really want a child to love. Giving up a baby can be a very difficult for some girls, but adopting a baby is a thrilling occasion for a childless couple. Adoption counseling is provided by the Bureau for Social Services of the Department for Human Resources. The Florence Crittendon Home in Lexington provides room, board, educational, medical, and counseling services for pregnant girls.

4. PUT THE BABY INTO FOSTER CARE TEMPORARILY - This is an alternative to adoption because you are not giving up your rights to have your baby back when you can take care of him/her. For this option, your baby is given to foster parents who know in advance they will have to relinquish the baby whenever the mother is ready to assume responsibility for the baby's care. For information on Foster Care, contact the Bureau for Social Services of the Department for Human Resources.

5. HAVE AN ABORTION - Abortion is legal up to 24 weeks of pregnancy, but it is simpler, cheaper and easier to get during the first 12 weeks. Abortion is quite safe when done by a competent doctor. Abortion information is available from the Planned Parenthood Centers in Lexington, Louisville, and Berea.

Appendix L

QUESTIONNAIRE FOR INFUSING CAREER EDUCATION

Speaker's Name _____

Occupation _____

Preparation Required for Career:

Education _____

On Job Training _____

Other _____

Beginning Salary _____

Job Opportunities: Present _____ Future _____

Duties _____

_____

_____

Special Aptitudes Required _____

_____

_____

Indoors or Outdoors? _____

Age Requirements _____

Physical Requirements _____

Benefits _____

_____

SYSTEMATIC TRAINING FOR EFFECTIVE PARENTING

STEP 1. Understanding your child's behavior and misbehavior.

STEP 2. Understanding more about your child's emotions and yourself as a parent; recognizing the differences between "good" parents and responsible parents.

STEP 3. Learning to use encouragement, instead of praise, to build your child's confidence and feelings of self-worth.

STEP 4. Improving communication by becoming an effective listener.

STEP 5. Communicating your ideas and feelings to children; helping your children to explore alternative ways of behaving.

STEP 6. Replacing reward-and-punishment with learning-from-consequences.

STEP 7. Applying natural and logical consequences to the challenges of childtraining; acting positively, rather than reacting negatively.

STEP 8. Establishing family meetings that encourage democratic family relationships.

STEP 9. Developing confidence and growing as a person, as well as becoming a more effective parent.

Taken from;
Michigan Curriculum Guide in Child Development

Appendix N

WOULD I MAKE A GOOD PARENT?

The following list of questions has been prepared to help you understand parenthood. Each question illustrates an issue which you may face as a parent. There are no right or wrong answers. Indicate your answer to each question by drawing a circle around the "Yes", the "No", or the "?". Use the question mark only when you are certain that you cannot answer "Yes" or "No".

Yes No ? 1. Do you like to work or play with small children?

Yes No ? 2. Do you like to read or tell stories to children?

Yes No ? 3. Do you ordinarily feel concerned when you see a child crying?

Yes No ? 4. Do you sometimes answer a child's questions in a teasing way?

Yes No ? 5. If you had children, would you have a strong preference for a boy or a girl?

Yes No ? 6. If you had a child, do you know what vocation you would want him/her to follow when he/she grew up?

Yes No ? 7. Can you mention any particular skills or abilities which will be helpful to you in working with children?

Yes No ? 8. Do you ever have the feeling that children will interfere with your plans or happiness in marriage?

Yes No ? 9. Do you believe quite strongly in the saying, "Spare the rod and spoil the child?"

Yes No ? 10. As a result of your parents treatment of you, have you some things you are resolved to do, or not to do, as a parent?

Yes No ? 11. Do you think the mother has a greater responsibility than the father in the rearing of children?

Yes No ? 12. Would you feel humiliated and embarrassed if your seven-year-old offspring had been found to have taken some money?

Yes No ? 13. Have you habits or past experiences about which you would prefer your children never knew?

Yes No ? 14. Would you feel embarrassed to have it known among your friends that you had been acting as a babysitter?

Yes No ? 15. Does a child's play and talking get on your nerves?

Yes No ? 16. Do you believe that a small child, when told to do something, should obey immediately?

Yes No ? 17. Does a child's crying get on your nerves?

Yes No ? 18. Do you think parents should spend a great deal of their time playing and talking with their children?

Taken from:
Michigan Curriculum Guide in Child Development

Appendix O

SUCCESSFUL PARENTHOOD

ACROSS

1. Masculine and feminine roles in family routines have been changing with .... going to work.

4. A family .... is an activity that promotes togetherness.

8. It takes .... to quarrel.

9. A wise parent provides a child with suitable .... materials.

10. To be a successful parent, you cannot be too .... oriented.

12. Thoughtful parents .... a good example

13. Groups such as Women's .... and ERA are changing society's view about the role of women.

16. .... provides opportunities for childless couples to form meaningful family relationships.

17. Parents' habits related to alcohol, smoking and/or .... could have an effect on an unborn child.

19. .... experiences can contribute to one's role as a parent.

22. .... is important in prenatal care.

23. If parents take good care of their .... belongings, children are apt to do so also.

DOWN

2. A family's .... are reflected in their choice of activities.

3. A family's life .... reflects on what is expected from children.

5. If a parent or child is ...., it will affect the quality of family life.

6. Every child is entitled to a .... home.

7. A wise parent recognizes a temper .... as such.

11. Couples may have problems in making .... adjustments when becoming parents.

14. A .... may add a new dimension to the life of the parent.

15. Lack of understanding may .... some parents in providing proper guidance for their children.

18. An understanding of the factors that affect the .... of a child contributes to successful parenthood.

20. A child is influenced by the .... of parents.

21. There are many factors that influence the quality of .... life.

ACROSS

27. The quality of family life may suffer if there aren't sufficient .... for adequate housing.

28. There are many factors involved in family ....

29. The ....-parent family must make special adjustments in family life.

30. Parents, as well as children, need to feel that they are....

33. .... family members should have some voice in making major decisions.

34. Family .... time should be a pleasant occasion.

37. Parenthood brings on added .... that must be assumed by both male and female.

40. Good health habits are related to family ....-being.

42. Situations like losing a job or being deeply in .... can cause severe family problems.

43. .... are available which give advice on how to prepare for parenthood.

46. It is better that husband and wife .... to each other's ways rather than try to change the other person.

47. Not all family services rendered by a community are .....

49. Consider family .... in relation to financial and emotional factors.

DOWN

24. There are many problems encountered when a .... person tries to raise a child.

25. There are certain .... procedures to adoption.

26. .... play an important part in family planning.

31. Birth defects can be caused by the presence of .... (abbrev.) in either parent.

32. Parents have responsibilities in meeting the .... of children.

35. .... parents are a great asset to children.

36. .... spent together is an important aspect of the parent-child relationship.

37. Children will likely develop an interest in books if parents .... to them.

38. A desirable parent provides a .... secure environment.

39. .... in some areas, offer classes for expectant parents.

41. Adequate pre-.... care increases the chances of having a healthy baby.

44. When selecting housing, thoughtful parents consider how .... it is.

ACROSS

50. If parents do not .... the truth, children can hardly be expected to do so.

51. Both parents and children have certain social ....

DOWN

45. .... imposed by society are more easily accepted by a child who has experienced consistent discipline at home.

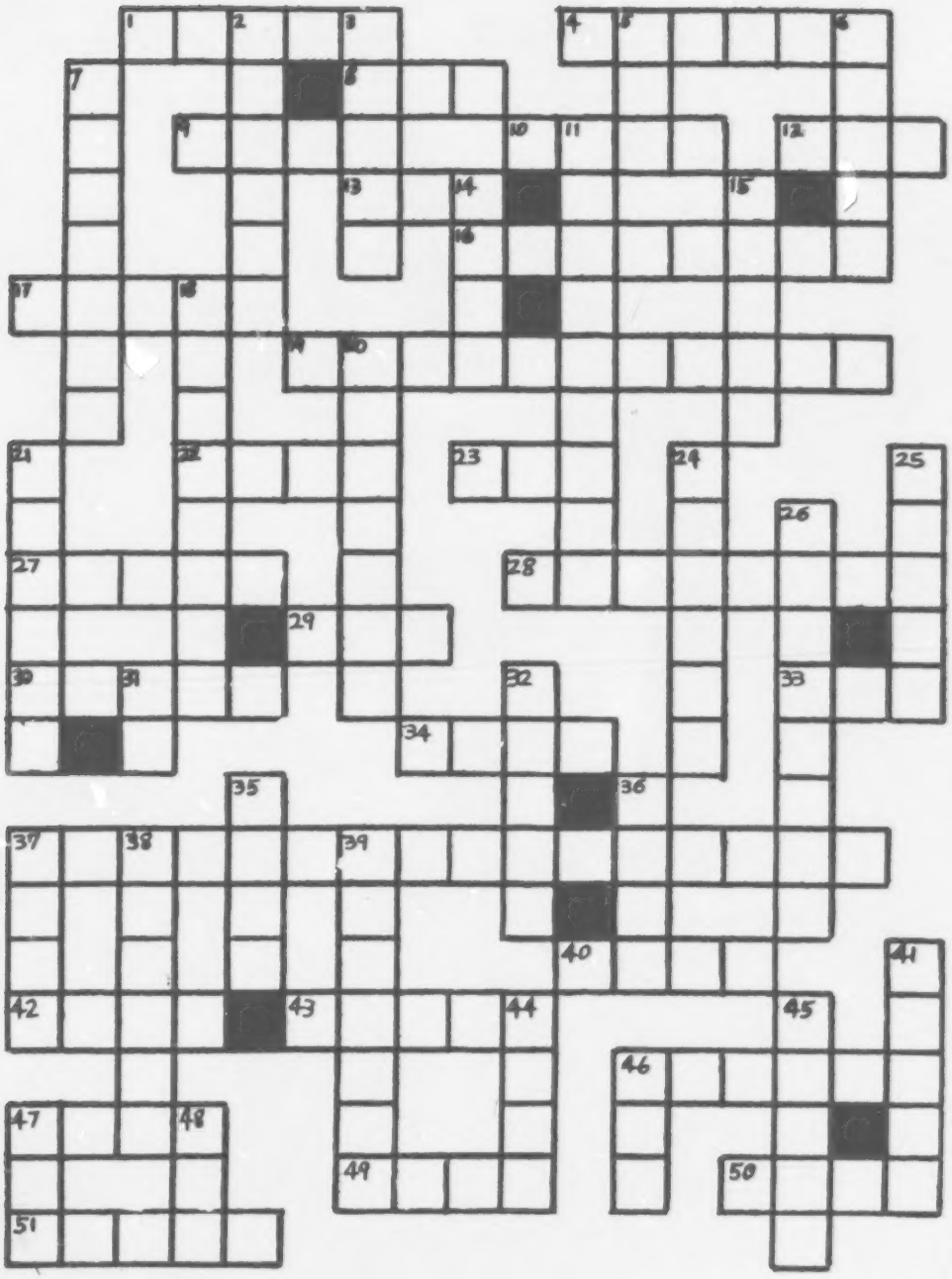
46. Community resources .... parents in care and guidance of their children.

47. Parents should plan .... activities with their children.

48. Severe stresses may result when a marriage comes to an .....

Source Unknown

SUCCESSFUL PARENTHOOD



Appendix P

HEREDITY PROBLEM

John and Mary are expecting their first baby in two months. They are anxious to know what the baby will look like and what his future holds. Help the expectant parents determine what their baby might look like.

Mary has blue eyes, the same color as her mother and father. She has natural curly blond hair, is 5'2" tall and is a bit overweight. Mary is a talented artist and has sold many paintings. Mary is very nervous, emotionally supercharged and loses her temper easily.

Large-built John is 6'4" tall, has dark black hair, brown eyes. John has a pug nose and protuding ears. His eyes are very large and his eyelashes are very long. John is interested in all sports, both to play and to watch.

Answer the following questions:

1. What will be the most likely color of the baby's eyes,

   and hair?

2. Will the baby have a large nose? Why?

3. Will the child inherit his father's ability for sports or his mother's artistic ability? Why or why not?

4. Will the baby inherit Mary's quick temper? Why or why not?

5. Why do children of the same family differ in looks?

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Appendix Q

HERIDITY QUESTIONS

Use these questions to develop a game. You will need to determine the answers in order to facilitate a game fashioned after, for example, Monopoly, Bingo, Concentration, etc.

1. Tom and Sue Smith are proud parents of a baby girl. However, the baby has red hair and blue eyes. Tom and Sue have dark eyes and dark hair. How could this happen?

2. Why do doctors always check the expectant mother's blood type and sometimes the expectant father's blood type?

3. Good prenatal care is very important. How can you be kind to you baby before birth to help prevent birth defects?

4. What are identical twins? Describe fertilization process for identical twins.

5. What are fraternal twins? Describe fertilization process for fraternal twins.

6. Celia's husband wants a son. Celia responded, "Don't blame me if we have a girl." Do you know why Celia could make this statement? (Hint XX-Xy)

7. From the following list, choose and list only those traits which are inherited.

   a. Venereal Disease
   b. IQ
   c. Bald-headedness
   d. Sex
   e. Blue eyes
   f. Alcoholism
   g. Extra toe or finger
   h. Deaf-mute

Appendix Q

8. Define the following words:
   a. Heredity
   b. Environment
   c. Genes
   d. Dominant genes
   e. Recessive genes
   f. Chromosomes

Taken from:
Michigan Curriculum Guide in Child Development

Appendix R

HEREDITY AND ENVIRONMENT ASSESSMENT

Read through the following list, place an "H" after each trait transmitted through heredity, and an "E" if not transmitted through heredity.

_____ 1. Hair color

_____ 2. Eye color

_____ 3. Biting your fingernails

_____ 4. Freckles

_____ 5. Music ability

_____ 6. Being overweight

_____ 7. Height

_____ 8. Skin pigmentation

_____ 9. Diabetes

_____ 10. Liking for pizza

_____ 11. Large nose

_____ 12. Dimples

_____ 13. Neatness

_____ 14. Curly hair

_____ 15. Temper

_____ 16. Manners

_____ 17. Ability in math

_____ 18. Good personality

_____ 19. Athletic ability

_____ 20. Rhythm

_____ 21. Good or bad eyesight

_____ 22. Common sense

_____ 23. Religion

_____ 24. Bad teeth

_____ 25. Long fingernails

Appendix S

PRETEST AND POSTTEST ON REPRODUCTION

1. _____ gland which directs reproductive processes.

2. _____ female organ which produces and releases ovum.

3. _____ female sex cell, contains hereditary traits from mother.

4. _____ passageway for ovum between ovary and uterus.

5. _____ mouth or opening of the uterus.

6. _____ place in the female body where the unborn baby grows and develops.

7. _____ external female genital organ, fold of skin.

8. _____ passageway from uterus to outside of female body

9. _____ release of the ovum.

10. _____ hormone secreted while lining of the uterus is building up.

11. _____ hormone secreted after ovulation.

12. _____ monthly process in which an ovum is released and the uterine lining thickens

13. _____ male sex cell.

14. _____ external male organ which releases semen.

15. _____ passageway within the male for the sperm.

16. _____ thick liquid which carries the sperm.

17. _____ organ which produces sperm.

18. _____ surgical procedure which cuts the vas deferens.

19. _____sack-like skin which covers the testes.

20. _____union of the ovum and the sperm.

MALE REPRODUCTION

1. The penis is the organ introduced into the vagina of the female through which semen is discharged. Semen is a whitish fluid produced in the male reproductive tract in which sperm cells are suspended.

2. The scrotum is a muscular sac or bag which contains the testes and maintains them at a constant temperature.

3. The two testes (singular, testis) are roundish structures found within the scrotum. (Another term for these structures is testicles.) The testes have two functions: (a) to produce sperm cells from the germinal tissue which lines the walls of 300 to 600 tubes making up each testis; and (b) to produce testosterone, the male sex hormone. It is this hormone that is responsible for the male sex drive and that accounts for the appearance of secondary sex characteristics, such as the relatively deep male voice and the growth of hair on the face and chest and in the pubic and axillary (armpit) areas. The testes of the male continue to produce sperm and testosterone to the end of the life span (barring disease). This is in contrast to the female, whose ovaries cease to produce ova after the period of menopause (Change of Life).

4. The epididymis is a structure that forms a mass over the back and upper part of each testis. Contractions of the tubes inside the testes move the sperm into the epididymis Here they may be held for as long as six weeks while they ripen to maturity.

5. The vasa deferentia (singular, vas deferens) are two tubes leading from the epididymis of each testis to one of the seminal vesicles (No. 6 below). When sperm cells leave the epididymis, they are propelled by muscular contractions of the vas deferens to the seminal vesicle, where they are stored.

6. The seminal vesicles are two pouch-like structures which serve to house mature sperms, until they are ejaculated during sexual excitement into the urethra (No. 11 on the following page) and then outside the male's body. (During sexual intercourse, of course, the sperms will be deposited in the vagina of the female.

7. The ejaculatory duct is a single small tube or canal connecting the outlets of the two seminal vesicles. This duct enters the urethra, where is passes through the prostate gland (No. 9 on the following page).

8. The bladder sphincter is a small muscular valve at the base of the bladder which opens to permit elimination of urine but closes during sexual excitement to prevent urine from mixing with the seminal fluid. (Urine, like semen, is discharged through the urethra.

9. The prostate gland is actually made up of 30 to 40 small glands that secrete fluid into the urethra at the point where it passes through the glandular mass. (Note that the prostate secretions are alkaline in chemical reaction and thus serve to neutralize the acid condition of the urethra (in the male). This is important because sperm are readily destroyed in an acid medium.

10. The Cowper's glands, are situated at the base of the penis and secrete an alkaline fluid during sexual excitement. This serves the same purpose as the secretion of the prostate gland, and also lubricates the urethra to facilitate passage of the sperm.

11. The urethra is a tube that connects with the bladder and opens to the outside. In the male it serves two purposes: (a) to carry urine for elimination; (b) to transmit sperm cells through the penis and outside the body.

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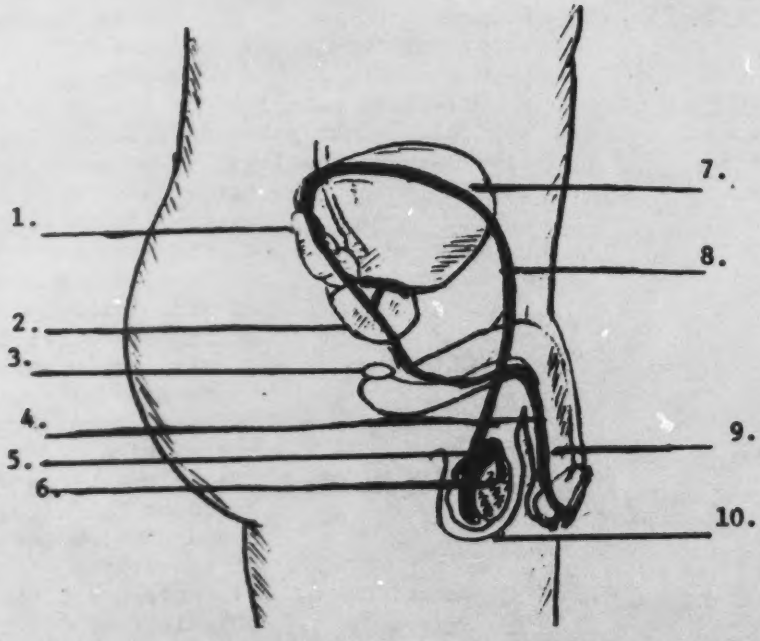
MALE REPRODUCTIVE SYSTEM

In the space provided at the bottom of the page, label the parts of the male reproductive system.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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Appendix V

FEMALE REPRODUCTION

1. GYNECOLOGIST - A medical doctor who specializes in the treatment and management of problems affecting the female reproductive system.

2. GENITALIA - Sex organs; the organs of reproduction.

3. ESTROGEN - Hormone produced by the ovaries and responsible for female sexual characteristics.

4. VULVA - A collective name for the female external genitalia--that portion of the anatomy that lies between the legs.
   a) LABIA MAJORA - Large outer lips of the external genital organs of the female.
      Function: Protection and secretion of stimulating ordor during sexual excitement.
   b) CLITORIS - A small organ at the upper part of the vulva, extremely sensitive to stimulation.
   c) LABIA MINORA - Small inner lips which begin at the clitoris and end below the opening of the vagina.
      Function: Protection and sexual stimulation.
   d) URETHRA - The passageway leading from the urinary bladder to the outside of the body, located just below the clitoris.
      Function: Passage of urine.
   e) VAGINA AND VAGINAL OPENING - The birth canal; the genital canal in the female extending from the uterus to the outside.
      Function: Birth canal. Houses penis during sexual intercourse. Holds tampons during menstruation. Passage of periodic bloody discharge from the uterine cavity.

5. HYMEN - A thin, semicircular strip of mucous membrane stretched across the lower portion of the vaginal entrance. Note: The hymen is not

equated with virginity, nor is its absence definite proof that you have had sexual intercourse.

6. VAGINA - See information covered in number 4. e.

7. CERVIX - The lower portion of the uterus (womb) that projects into the vagina, sometimes referred to as the mouth of the womb, or the neck of the uterus. Note: Cancer site in females.

8. UTERUS - The womb; a pear-shaped muscular reproductive organ in which the fertilized egg implants and subsequently develops into a baby.

   a) Retroflexed uterus - A backward bend in the uterus at its junction with the cervix: tipped uterus.

   b) Retroverted uterus - A backward tilt of the entire uterus toward the rectum: also known as a tipped uterus.

9. FALLOPIAN TUBES-(Uterine tubes. Oviduct) The two small passageways of tubes that branch from either side of the uterus and connect with the uterine cavity.

   Function: Nourishment for the egg. Meeting place for egg and sperm.

10. OVARY - (ovaries) The female sex gland of gonad.

    Function: Production of (a) estrogen
    (b) progestrone
    (c) eggs/ova

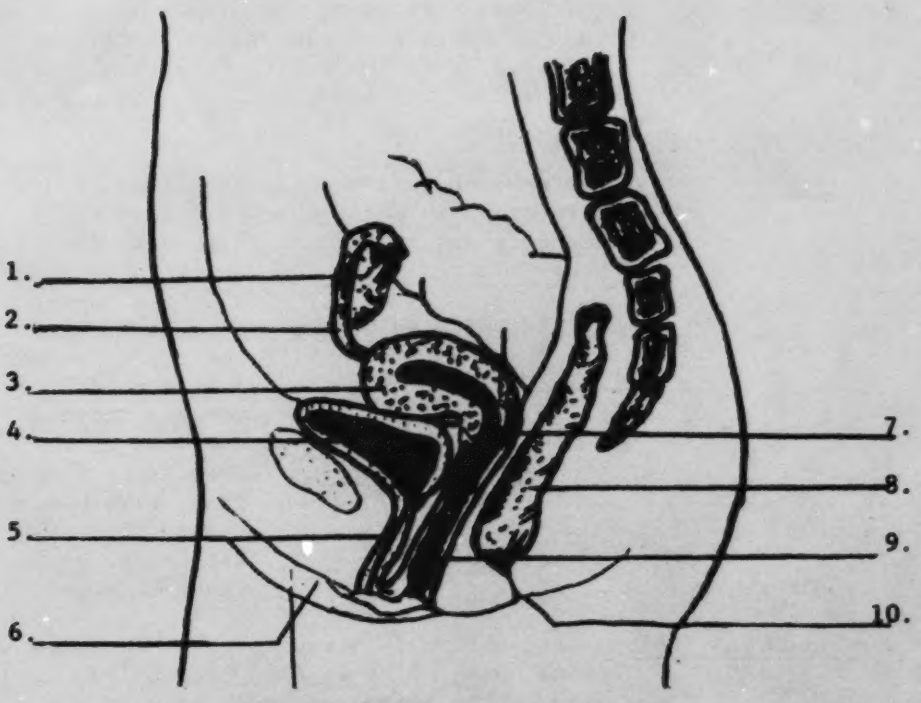
11. OVA - (ovum, egg) The female sex cell produced by the ovaries.

    Function: (a) ovulation
    (b) potention human being, contains one-half genetic make-up.

Appendix W

FEMALE REPRODUCTIVE SYSTEM

In the space provided at the bottom of the page, label the parts of the female reproductive system.



1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

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Appendix X

WHAT TO EXPECT AT AN APPOINTMENT FOR A ROUTINE GYNECOLOGICAL CHECK

I. BEFORE YOU COME TO THE CLINIC

When you make the appointment, please schedule it for a time when you are not having your period. The pap test is not done during your period. We also prefer to take a pap test when you are free from infection.

Be sure not to douche for 48 hours prior to your appointment. The doctor will want to check your normal vaginal secretions and these are altered by douching.

II. THE PHYSICAL EXAM

After you have filled out the forms, you will be taken into one of the examination rooms, by the nurse. You will be asked to give a urine specimen and your blood pressure will be taken. (If you find that your pressure is higher than usual, don't be alarmed. For many people, just the anxiety of a doctor's appointment can cause a rise in pressure.) At this time the nurse will ask you to undress and will give you drape sheets to cover you. The doctor will then come in and listen to your lungs, heart and check you abdomen and thyroid. He/She will be checking for any enlargements of the liver, kidneys and spleen. He/She will also examine your breasts, feeling all parts for any unusual lumps or growths. If this is painful or tender, you should tell the doctor.

You should check your own breasts at least once a month. Immediately after your period is the best time. There are booklets available that explain how to do this. Remember that more than 1/5 of cancer is adult women is cancer of the breast, and in most cases can be cured if it is treated early. It will be necessary for you to "learn" your breasts. Sometimes a woman may confuse the normal structures such as milk ducts with a growth.

Next, the doctor will examine your outer genitals. He/She will check the vulva and anus. This includes the outer and inner lips of the vagina, the urinary opening and the clitoris. He/She will be checking for signs of infection, such as inflammation, swelling or sores, and for infected glands and growths (such as warts, cysts, tumors, or polyps), and also for signs of damage.

III. INTERNAL EXAMINATION

When the doctor has finished the external exam, a speculum will be inserted into your vagina. This instrument will hold the wall of the vagina open so that the doctor can see the walls of the vagina and the cervix. Placing the speculum is not painful, but many women, because of embarrassment and/or fear, tend to tense up. The vagina is a muscle, and becomes much tighter when you are tense, making the speculum more difficult to insert. If you will concentrate on breathing regularly and on not holding your breath, you will be much less likely to tense up.

The doctor will check the mucous membrane of the vagina for signs of infection, damage, or growths. He/She will also check the cervix, the opening to the uterus. In some women the uterus may be tipped or tilted. This is not something to become alarmed about. Some feel that this can cause extra problems in pregnancy or abortions, and could determine which type of diaphragm you need, so it is important to know.

With the speculum in place, the doctor may do some tests:

PAP SMEAR: Using a wooden scraper, some of the cells from your cervix will be removed. The procedure is painless. The cells will be sent on a slide to a lab and studied for any signs of cancer developing. The pap test should be done once a year for all women.

TEST FOR INFECTIONS: If there is more than a small amount of yellowish discharge and you complain of soreness or irritation or itching, generally the doctor will remove some of this discharge and look at it under the miscroscope. If you do have an infection, he/she will see the organisms and know what treatment you will need.

If you do have these symptoms, please let the secretary know when you call for an appointment. As we have mentioned, we prefer to take the pap smear when you are free of infection. We have openings specifically for infections, and will try to have you seen as soon as possible.

TEST FOR GONORRHEA: All women who go through the GYN clinic are tested for gonorrhea as a routine test. This too involves taking some of the discharge from the cervix and growing a culture. This is a routine service and is performed at no cost to you.

Gonorrhea can exist for some time in a woman without any symptoms. A man may be able to tell within 2-3 weeks after he has been exposed. He may have a discharge and severe pain on urination. These symptoms are also found with urinary infections, but if he should develop them he should see a doctor immediately. You should also remember that many men are also without symptoms.

IV. THE BI-MANUAL EXAMINATION:

The doctor, after completing the speculum exam will then remove the speculum and insert two fingers in the vaginal canal against the cervix. At the same time, he/she will feel the top of the uterus with the other hand, through the abdominal wall. He/She will be feeling how big the uterus is, whether it is soft and easily movable, and if there are any obvious lumps or pain. Finally, he/she will press your abdominal walls to feel your ovaries and tubes. You may feel a little twinge when he/she presses your ovaries. This is normal. He/She will also do a rectal exam. This helps the doctor to better feel the uterus and ovaries, especially if your uterus is tilted.

That is the end of the physical exam. You can get dressed. If the doctor feels that you need medication, he/she will give you a prescription. If you have any questions at all, this is the time to ask them. It is usually better to ask them as they come up throughout the exam, but if you haven't done this, ask your questions at this time. If you feel that your question will sound silly, please don't let that prevent you from asking. We would much prefer that you ask. The fact that it may be worrying you makes it an important question. If when you leave the examining room, you have more questions, the nurses are available to answer your questions.

If the doctor has advised you to come back for a return visit, it is probably a good idea to make the appointment for that visit before you leave, as we schedule well in advance.

Taken from:
Michigan Curriculum Guide in Child Development

Appendix Y

PRETEST I. ON FETAL GROWTH

Bob and Celia are anxiously awaiting the birth of their first baby. They have been wondering about their baby's growth and development inside the placenta. Using the following code explain the baby's growth.

A = first trimester (months one, two and three)

B = second trimester (months four, five and six)

C = third trimester (months seven, eight and nine)

1. _____ Baby grows "tall" very fast, gets his body fat, and rounds himself out.

2. _____ Heart begins to beat.

3. _____ Ears and eyelids form.

4. _____ Baby starts growing a downy fuzz.

5. _____ Baby will probably take one position.

6. _____ Tiny finger nails and toe nails begin to show.

7. _____ Baby's movements are real thumps. Sometimes he/she lies on one side, sometimes on the other, sometimes with his/her head down, sometimes with it up.

8. _____ The bones of his/her skull become harder and are becoming closer knit.

9. _____ Fetus is 4 to 5 inches long and weighs about 4 ounces.

10. _____ Can determine sex of the fetus.

11. _____ Ossification occurs.

12. _____ Covered with a heavy protective creamy coating.

Taken from:
Michigan Curriculum Guide in Child Development

FETAL GROWTH

End of Month One:

Called embryo
¼ inch long
Heart pulsating and pumping blood
Backbone and spinal canal forming
Digestive system beginning to form
Arm and leg buds present

End of Month Two:

About 1 1/8 inch long
Weighs about 1/30 ounce
Face and features forming
Stomach has begun to produce digestive juices
There are arms and hands with fingers and thumbs
Knees, ankles and toes can be discerned
Long bones and internal organs developing
Tail like process disappears
Now called fetus.

End of Month Three:

About 3 inches long
Weighs about 1 ounce
Arms, hands, fingers, legs, feet, toes fully formed.
Nails on fingers and toes forming
External ears are present
Tooth sockets and buds forming in jawbone
Eyes almost fully developed, but lids still fused
Heartbeat can be detected with special instruments

End of Month Four:

About 6-8 inches long
Weighs about 4 ounces
Strong heartbeat
Digestion system beginning to work
"Quickening"
Skin is transparent and is covered with fine downy-like hair
Bones are visible
Facial features begin to look typical
Eyebrows appear

End of Month Five:

About 10-12 inches long
Weighs about ½-1 pound
Skin color bright red
Internal organs developing rapidly
Lungs still insufficient to work on their own
Hair may be present on head

End of Month Six:

About 11 - 14 inches long
Weighs about 1½ pounds
Skin covered with a heavy protective creamy coating
Evelids have now separated
Eyelashes forming

End of Month Seven:

About 14-17 inches long
Weighs about 2½ - 3 pounds
Skin is wrinkled
Fair chance of survival if born now

End of Month Eight:

This growth extremely valuable
Weight will be increased by about 2-2½ pounds
Bones are soft and flexible (head)
Ossification (hardening into a bony substance not completed until 7 years of age)
Forming subcutaneous fat to round out wrinkled skin

End of Month Nine:

Full term
About 20 inches long
Weighs about 7-7½ pounds
Skin still has creamy coating
Fine downy hair has practically disappeared
Soft spot is present on top of the baby's head

Taken from:
Michigan Curriculum Guide in Child Development

PRETEST ON CHILDBIRTH

MATCHING

____	1. Episiotomy	A.	Childbirth without the use of any medication to relieve pain.
____	2. Breech	B.	Hair covering baby's body.
____	3. Colostrum	C.	Doctor who administers pain-relieving drugs during surgery or childbirth.
____	4. Afterbirth	D.	Must dialate during the second stage of labor.
____	5. Stillborn	E.	Incision made in the perineum to prevent its tearing during the birth of the baby.
____	6. Toxemia	F.	Incision made in abdomen and uterus of mother to permit delivery of baby.
____	7. Natural Childbirth	G.	Rich, nutritious milk secreted from breast of mother before regular breast milk.
____	8. Regional Anesthetic	H.	The placenta which is expelled in the third stage of labor.
____	9. Pospartum Depression	I.	Milk secreted from infant's breast.
____	10. Vernix	J.	Yellow discoloration of newborn's skin.
____	11. Lanugo	K.	Birth of infant, feet or buttocks first.
____	12. Circumcision	L.	Delivery where most of head is out and the doctor pulls the infant the rest of the way.
____	13. Epidural Conduction Anesthetic		
____	14. Caesarean Section		
____	15. Witch's Milk		
____	16. Low forcept Delivery		
____	17. Jaundice		
____	18. Anesthesiologist		
____	19. Umbilical Cord		
____	20. Cervix		

M. Period of seemingly uncontrollable emotions after pregnancy.

N. Anesthetic that blocks the nerves that communicate pain signals to brain.

O. Anesthetic injected in back between spinal vertebrae.

P. White cream that forms over infant to lubricate the skin.

Q. Symptoms of this disease are puffiness, swelling, high blood pressure, dizziness

R. Surgical removal of foreskin of the penis.

S. Born dead.

T. Connects fetus to the placenta.

WORD SEARCH ON LABOR AND CHILDBIRTH

The words found below are all in the puzzle. They are written in all directions. Draw a circle around each word.

A C E N T I M E T E R S I

E O Y Q R F X P O E A U C

I N P I N D U C E D V T Q

G T X G S P W O J A B E W

N R N I A P R O B A L F M

I A B F A L S E L A B O R

R C R O W N I N G N C D L

O T T R G E N E R A L K P

T I H C U N V D B U L D S

I O G E P I S I O T O M Y

N N H P M U W L V E C E C

O I L S H O W A A B A F H

M L A Z X M T T C U L G O

L A Q U F . D E R S Y H L

A M G L C F S S K Z B I O

T A F T E R B I R T H O G

E Z T Q R L B R E E C H I

F E K V V I T J T N Z A C

O P J S I P L A C E N T A

U R E O X N C M J D E H L

Labor pain	General	Lemaze	Placenta	Forceps
False Labor	Local	Cervix	After birth	Breech
Show	Psychological	Dilate	Episiotomy	Uterus
Induced (Labor)	Centimeters	Crowning	Fetal Monitoring	Fetus

AGENCIES CONCERNED WITH PARENTING

Write to individual agencies to get information about journals, newsletters, pamphlets and services provided. Some may require membership dues or may charge for their publications.

American Humane Association
Children's Division
5351 South Roslyn Street
Englewood, Colorado 80110

Child Care Switchboard and Single Parent Resource Center
3896 24th Street
San Francisco, California 94114

Child Care Task Force
1400 East 53rd Street
Chicago, Illinois 60615

Child Study Press
50 Madison Avenue
New York, New York 10010

Child Welfare League of America
67 Irving Place
New York, New York 10003

Closer Look
National Special Education Information Center
P.O. Box 1492
Washington, D.C. 20013

Coalition for Children and Youth
1910 K. Street N.W.
Suite 800
Washington, D. C. 20006

Day Care and Child Development Council of America
1012 14th Street, N.W.
Washington, D. C. 20000

Family Process (journal of family study, research and treatment)
Subscription Department
149 East 78th Street
New York, New York 10021

International Childbirth Education Assn.
208 Ditty Blvd.
Bellevue, Washington 98004

Kentucky Civil Liberties Union
3618 Lexington Road
Louisville, Kentucky 40207

MOMMA (publication for single mothers)
P.O. Box 567
Venice, California 90291

National Association for Education of Young Children
1834 Connecticut Avenue, N.W.
Washington, D. C. 20009

National Council on Family Relations
1219 University Avenue, S.E.
Minneapolis, Minnesota 55414
(Publishes following journals: Journal of Marriage and the Family (research quarterly), The Family Coordinator (journal of education, counseling and services), and Journal of Family History (studies in family kinship and demography)

Appendix CC

National Institute on Alcohol
Abuse & Alcoholism
National Clearinghouse for
Alcohol Information
P.O. Box 2345
Rockville, Maryland 20852

National Institute of Mental Health
5600 Fishers Lane
Rockville, Maryland 20852

National Organization for Women
1957 East 73rd Street
Chicago, Illinois 60649

Parents Without Partners, Inc.
7910 Woodmont Avenue
Washington, D.C. 20014

BATHING YOUR CHILD

1. What is the best time of day for bathing a baby? _____

2. What temperature should the room be? _____

3. What should be done if the doorbell or telephone rings? ___

_____

4. What articles should be placed next to the bathing tub before the bath begins?

   1. 6.
   2. 7.
   3. 8.
   4. 9.
   5. 10.

5. How much water should be in the tub? _____

6. What temperature should the water be? _____

7. How can you check the water temperature?

   1.
   2.
   3.

8. Describe, in sequential order, the correct process and technique of bathing a newborn to three-month-old baby.

9. What types of changes will be made in the order from question 8 as the child reaches later infancy? Toddlerhood? Preschool age?

FAMILY ADJUSTMENT CHART

Situation	Possible Solutions
Example: Father resents time Mother spends with the child.	Mother adjusts time schedule to allow more private time with husband or plan activities with husband or hire a babysitter occasionally and go out with husband.
1. Mother no longer works.	1.
2. Friends are bored with talk about children.	2.
3. Children limit your entertainment in the home.	3.
4. Mother is tired all the time.	4.

Situation	Possible Solutions
5. Parents differ on patterns for bringing up children.	5.
6. Father wants to go out frequently while Mother stays at home.	6.
7. In a one-car family, the mother needs the car to take baby to the doctor for check-ups.	7.
8. Father works long hours, and Mother can no longer go to the grocery.	8.

Situation	Possible Solutions
9. Baby cries a lot.	9.
10. Parents are disappointed in the sex of the child.	10.
11. Parents have guilt feelings over mixed emotions about the baby.	11.
12. Child has a mental or physical handicap.	12.
13. Multiple birth occurs.	13.

14. Child dies at birth. 14.

Discuss -

Which adjustments in the above are personal? Economic? Social? Explain.

OPINIONNAIRE ON ROLES OF HUSBAND AND WIFE AS PARENTS

Directions:

A. Agree
D. Disagree
U. Undecided

Circle the letter which indicates how you feel about each of the following statements.

A D U 1. The husband and wife should have equal privileges in going out at night, with same-sex friends, or to pursue heterosexual friendships. (Discussion: Among those who disagree, what justifications can be found for a double standard?)

A D U 2. The husband and wife should decide before they are married who has the right to make decisions about certain matters--style of house furnishings, frequency of family visiting, disciplining of children -- and should stick to this schedule. (Discussion: Among those who agree, what would be the basis for the division of decision-making and what might be some of the difficulties in keeping to the schedule?)

A D U 3. The husband and wife have equal responsibility to support the family and to spend time with the children. (Discussion: Among those who disagree, what division of responsibility is preferred and under what circumstances?)

A D U 4. The woman should seek a career only if it does not interfere with her duties to her husband, children, and home. (Discussion: Among those who disagree, would limits of any kind be set, such as long periods of absence from the home, notoriety that may have unfavorable effects on the husband's career goals, special disabilities of children, etc.?)

A D U 5. The woman should enter gainful employment only after her children have reached adolescence. (Discussion: Among those who agree, what problems of work discontinuity would this create, what problems of losing pertinent skills, etc.?)

A D U 6. The woman needs some time for personal development away from her home and her family. (Discussion: Among those who agree, what problems of work discontinuity would this create, what problems of losing pertinent skills, etc.?)

A D U 7. The man should earn a good living if he is to expect love and respect from the wife and children. (Discussion: Among those who agree, what are the conditions under which the wife and children can expect love and respect?)

A D U 8. The wife should take full responsibility for care and rearing of the children so that the man can give his time to earning a living and get the rest and recreation he needs to be at his best at work. (Discussion: Among those who disagree, how would this responsibility be affected by the wife's working full-time, part-time as a volunteer in community affairs, etc.?)

A D U 9. It is the wife's duty to be home when her husband gets home from work and when the children get home from school. (Discussion: Among those who agree, would any exceptions to this rule be allowed?)

A D U 10. Since a woman's body is her own, she should be the main determiner of how many children to bear, whether to undergo an abortion in the event of an unplanned pregnancy through contraceptive failure, and the spacing of children. (Discussion: Among those who agree, what rights does her husband have, if any, in these matters?)

Appendix GG

A GOOD EARLY CHILDHOOD EDUCATION PROGRAM SHOULD:

1. Provide health and safety for the children.
2. Meet the needs and interests of each child and of the group as a whole.
3. Offer mental stimulation through methods of play related to the maturational development of the child.
4. Provide an unhurried atmosphere where a child learns by doing and where the value lies more in the joy of doing than in the finished product.
5. Provide time and materials for free spontaneous play for creating, investigating, and experimenting.
6. Provide opportunities for sensory exploration - seeing, hearing, touching, smelling, and tasting.
7. Provide experiences in language arts, music, art, nature and science, in which all children are included, although no child is forced to participate.
8. Provide challenging activities without being overstimulating, permitting the child to go at his own pace and according to his own ability.
9. Provide physical activity without being overstimulating, permitting the child to go at his own pace and according to his own ability.
10. Provide ways for children to express their feelings in an acceptable manner.
11. Meet nutritional needs during the time they are present.
12. Provide rest and relaxation.

EVALUATION FORM FOR FACILITIES FOR EARLY CHILDHOOD EDUCATION PROGRAMS

Name of establishment _____ Observer _____

Adress _____ Date _____

Number of children in unit _____ Age range _____

FACILITIES: COMMENT:

Food:

_____Kitchen

_____Storage

_____Service

Water:

_____Outdoor

_____Indoor

_____Fountain

Rest:

_____Separate room

_____First Aid kit

Bathroom:

_____Child-size toilet

_____Low sink

_____Steps or blocks

This form may be used when visiting a training station.

Taken from:
Entering the World of Children
Riverside County Schools
Riverside, California

PROVISIONS FOR ACTIVITIES

_____Hard Surface patio

_____Sandbox

_____Tricycles

_____Step-slide

_____Record player

_____Clay

_____Others (specify)

Safety features:

_____Fenced-in play area

_____Protected window

_____Firmly placed equipment

_____Others (specify)

Personnel (indicate number in each position):

_____Directors

_____Teachers

_____Assistants

_____Trainees

_____Nurses

_____Janitors

_____Cooks

_____Chauffeurs

_____Volunteers

Impressions of establishment and personnel:

Atmosphere

Personal appearance

Management

Sanitary Procedures

Activities of children

Appendix II

WHAT KIND OF "STRUCTURE" EXISTS IN THE PROGRAM?

The word structure means different things to different people. To some, structure means planning for the group as a whole, rather than encouraging children to make individual choices. To others, structure suggests that the teacher is very directive, rather than permitting the children opportunities to direct themselves. Another way of thinking of structure is in terms of the teachers' thoughtful placement of materials, the types of activities he or she makes available, whether he or she provides many stimulating experiences or limits such stimulation, etc. Structure can still exist, however, even when children have the freedom to choose activities on their own. It can also mean the degree to which a teacher directs children in how to use materials, or whether this is left up to the individual child.

What kind os structure do you see in the program you are visiting?

1. Do you see whole group activities, in which everyone participates together? What are they?

2. Does a child have the choice to leave the group to enjoy an individual activity? Please give an example.

3. Do you see children working together in small groups? Are these groups set up and directed by adults, or do children form their own small groups?

4. Are there enough adults to help the activities run smoothly?

5. How much do adults direct the use of materials? Can children use them as they wish? Are products individual, or all alike? Do you see materials being used imaginatively, such as a puzzle being worked upside down, or beads used for decoration on a block building? Give examples.

6. Are the children expected to come up with a product, or is just the process the important thing about the activity?

7. Are materials available on low shelves for children to use when and as they like, or just presented at a special time by the teacher?

8. Does the teacher change his or her plan in order to meet a special interest of the group or an individual child? For example, does he or she stop reading a story if the children are having trouble listening and are really interested in something else?

9. Do children look comfortable with the amount of freedom they are given, or with the limits that are imposed? Are children busy and involved, or do they look like they don't know what to do next?

10. Briefly - how does this site compare to other sites; would you say it is less free? More free?

IDEAS FOR A GRAB BAG

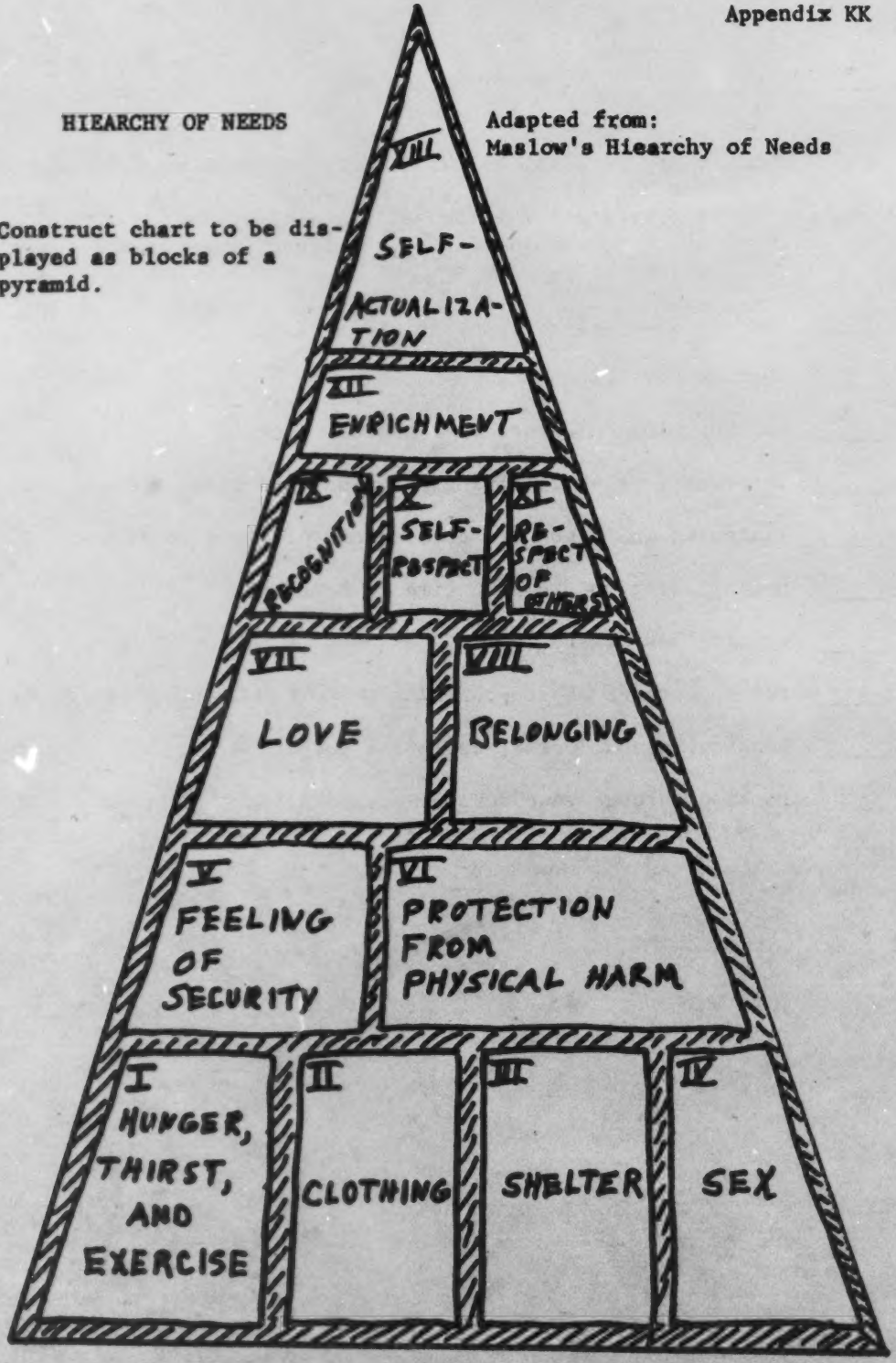
Instructions: Teacher cuts items apart, places them in bag; each student "grabs" one situation and explains how this might affect one's behavior.

1. Overcrowded bed
2. No breakfast this morning
3. The temperature of the room
4. People in the room
5. Loud music
6. Constant interruptions
7. Tight clothes
8. Sleepy
9. Overslept
10. Poor lighting
11. Clutter
12. Previous happenings (flat tire)
13. Time of day
14. Broken equipment
15. Different (unusual) equipment
16. Color in room
17. Unfamiliarity with procedures
18. Need to go to restoom
19. Receive gift
20. Peer pressure
21. Future anticipation
22. Sitting in desk one hour
23. Receive raise in salary
24. Someone keeps you waiting
25. Personality conflict
26. "You're broke"
27. Someone special smiled at you
28. Pretty picture
29. Hole in your sock or shoe
30. Not prepared - forgot assignment
31. Lost something
32. Parents have argument
33. Argument with boyfriend
34. Have a bad cold
35. Being teased by others

HIEARCHY OF NEEDS

Adapted from:
Maslow's Hiearchy of Needs

Construct chart to be displayed as blocks of a pyramid.



DON'T BOTHER ME!

DIRECTIONS: Using the list below, number the items from one to ten beginning with what you would consider to be the greatest invasion of privacy and ending with what you consider to be the least invasion of privacy.

_____ opening your mail

_____ wearing your clothes

_____ not knocking on bathroom or bedroom door

_____ interruptions while having a friend over to your house

_____ listening while you are talking on telephone to friends

_____ not allowing you to have time to be alone

_____ reading your diary

_____ telling others about your embarrassing personal experiences

_____ looking in your purse, wallet or pocket

_____ looking through your school notebooks

THE TWO-YEAR-OLD

He is slow, watchful, and questioning, and in need of extending trust.

His vocabulary is limited;so he may cry to gain attention.

Motor activities are his greatest interest and he loves manipulation and movement.

The two-year-old enjoys playing near, rather than with other children, i.e. parallel play.

He attempts to assert himself--"me do it"--and appears aggressive and often defiant.

He is easily frustrated since his "drive to do" is so strong.

He is ready for toilet training.

There is an increasing interest in food and feeding himself.

The two-yer-old begins self help with clothing.

He becomes very aware of his own things.

Rhythmical movement associated with music and large play equipment are greatly enjoyed.

The two-year-old likes simple stories--especially about himself.

I AM THREE

I'm ME and I want a lot of people to love me.
There isn't anyone else just like me
I want to be a three-year-old when that's what I am, and not to behave like a five-year-old; but if I act like a two-year-old sometimes, I want it to be alright.
I want to find out how things work and if I break things when I'm experimenting, I want someone to understand.
I want to know all the funny things that happen in this world like what happens to water when you pour it on the ground.
I want to run and climb and discover all the things I can do.
I want to know what makes little girls different from little boys.
I want my mommy to show me when she loves me, and when she's mad at me I want to know it.
I want to show my mommy when I am mad at her and have her understand and not mind too much, and I want to show her when I love her.
I want to have fun with children my own age--I want to fight with them, mush in clay with them and watch it ooze through everybody's fingers;
I want to hit them when I am mad or when they don't do what I want, and most of the time I want to be with them.
Sometimes I am very naughty and I want someone to help me to stop being like that because I don't know how to stop myself.
Sometimes I just like to sit and think and watch with my thumb in my mouth.
Sometimes I don't even want to eat and I hate it when someone tells me to.
Sometimes I am scared of bees or sleeping or being left at nursery school by my mother. I need a lot of help then.
Sometimes I have to kick someone's building down just to see what happens.
Sometimes I'm hurt and I want someone to comfort me.
Sometimes I'm just mad at everybody and I'd like to hit my mommy and my teacher and the whole world. Nothing is right.
Then I need to know that people around me love me and understand.
That makes me feel good, and when I feel good, I can do lots of thing, and like lots of people.

"I Am Three" - Betsey A. Williams
Parent's Magazine, 1951, Vol. 26,
No. 11, p. 31.

Appendix MM

WHAT WE CAN EXPECT AT FOUR YEARS OF AGE

1. Four-year-olds tend to go "out of bounds."
2. He is assertive and unrestrained; he never walks when he can run.
3. He is interested in becoming five years old.
4. He is feeling his power and trying it out. He likes to make faces and call names.
5. He wants and needs company at play time. Two play well; three often quarrel.
6. He incessantly asks "why" and "how" and loves to listen to explanations.
7. He may still want a teddy bear or doll at bed time.
8. His boastfulness reaches towering egocentric heights.
9. He enjoys dressing and acting grown up.
10. He likes to "help" mother.
12. He can now combine talking with activity. (dress and talk)
13. His curiosity about himself and his powers make him seem self-centered.
14. His motor-coordination is better and he can eat neater, but he needs occasional prodding or incentive.
15. He is fairly efficient at dressing and undressing himself.
16. He is interested in so many things that he is apt to have difficulty carrying things to conclusion.
17. He is versatile, changes with ease from one activity to another. He can be quiet, noisy, suggestible, independent, social, artistic, literal, fanciful, cooperative, indifferent, silly.

THREE TYPES OF PARENTAL LOVE

Instructions: Divide class into groups of three. Give each group a situation. One person will respond to the situation as a developmental parent. One person will respond as a dutiful parent, and one will respond as a smothering parent.

1. Child is eating lunch. He stops and declares, "I don't want the vegetable!"

   a. Developmental Parent:

   b. Dutiful Parent:

   c. Smothering Parent:

2. Child picks up a large, pointed stick and bangs it noisily against the wall and the furniture, as his mother bends over the crib of the new baby.

   a. Developmental Parent:

   b. Dutiful Parent:

   c. Smothering Parent:

3. Child says as his mother tucks him into bed, "Mommy, when I grow up, can I marry you?" Or if his father tucks him into bed, "Daddy, when I grow up, can I marry Mommy?"

   a. Developmental Parent:

   b. Dutiful Parent:

   c. Smothering Parent:

4. It is dark outside; the child stands at the window peering through the curtain at the sliver of moon and says, "I think maybe I won't go next door to visit Jimmy after all."

   a. Developmental Parent:

   b. Dutiful Parent:

   c. Smothering Parent:

Taken from:
Introduction to Family Life & Sex Education, Somerville 158

STEPS TOWARD MATURE LOVE

	Normal characteristics of person at this stage of love.	Characteristics of those people who fail to go on to the next step.
Step I: Self-love	Is interested only in self-comfort. Is demanding. World centers around self.	Is selfish. Is unconcerned about others. Is not cooperative.
Step II: Mother love	Develops feelings for the person who makes him comfortable. Wants to receive love but hasn't learned to give it. Begins to include others as well as self.	Likes you for what you can do for him. Clings to those who give him love and comfort. Craves affection but can't give it.
Step III: Family love	Extends affections further to include members of the family. Learns to think of others. Begins to get satisfaction from giving as well as from getting.	Lacks feeling for anyone outside the family. Has limited and shallow affections. Has no real interest in humanitarian causes.
Step IV: Gang love	Finds affections deepening to include others of the same sex. Joins groups for companionship. Develops group loyalty.	Likes only companionship of own sex. Criticizes other sex severely. Those who are completely retarded at this level can never love anyone of other sex.

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Appendix OO

	Normal characteristics of person at this stage of love.	Characteristics of those people who fail to go on to the next step.
Step V: Adolescent love	Has growing affection for the other sex. Is susceptible to puppy love. Finds affections gradually becoming more permanent as later adolescence is reached.	Has fickle affections. Likes people only for their looks and popularity Is capable of only temporary love.
Step VI: Mature love	Gets deep satisfaction from loving. Has growing affection for loved person. Develops tender and protective feelings for loved ones.	Some never reach this step!

GUIDELINES FOR PRACTICAL PARENTING

WORDS THAT ENCOURAGE AND STIMULATE COOPERATION

Good!	Really?	I like that.
I agree.	Groovy!	You don't say.
I see.	Excellent!	You did, huh?
Exactly!	Thank you.	How considerate!
Please.	Good idea.	I'm proud of you!
Fine.	Very clever!	I'm glad.
O.K.	That's right.	Would you help me?
Great!	I'll buy that.	Fine job!
Oh. (?)	I understand.	I'm happy.

CONVERSATION "DOOR-OPENERS"

Tell me about it.	Let's hear your side.
I'd like to hear about it.	Shoot, I'm listening.
Tell me more, please.	Sounds like you got troubles.
Want to talk about it?	Seems pretty important to you.
Let's discuss it.	Tell me the whole story.

FACIAL EXPRESSIONS THAT TELL THE OTHER PERSON HE'S O.K.

Smiling	Wrinkling nose
Winking	Giggling
Nodding head	Looking interested
Laughing	Grinning in friendly fashion

NEARNESSES THAT TELL THE OTHER PERSON HE'S O.K.

Walking together	Eating together
Sitting down beside	Playing games together
Talking/listening	Solving a problem together
Just visiting	Going to a movie together

PHYSICAL CONTACTS THAT TELL THE OTHER PERSON HE'S O.K.

Sitting (holding) on lap	Petting	Holding hand
Patting back, shoulder	Fondling	Smooching
Stroking arm	Hugging	Kissing
Shaking hand	Touching	

PUBLIC MORAL ISSUES

INSTRUCTIONS

1. Break into groups of four.

2. Your group is a presidential commission appointed to recommend legislation on sensitive moral issues of the near future.

3. Record your recommendations.

4. After discussing each future issue below, make a decision on your recommendation and give the reasoning behind it. A majority must agree before a decision can be made.

5. Read your recommendations to the rest of the class for discussion.

CURRENT AND FUTURE MORAL ISSUES

1. Should a woman be allowed to buy a frozen embryo at an embryo emporium and have it implanted in her uterus by a doctor?

2. Who, if anyone, should be allowed to buy a frozen embryo and a household container to raise it in, much as one would grow a plant, completely by-passing the uterus?

3. Should a government agency be established to breed a better race of people much as farm campuses breed improved strains of cattle?

4. Should families with histories of mental and physical heredity illnesses be prevented from producing children?

5. Should a program be started to breed scientists and other professionals to prevent our country from falling behind in the arms race?

6. Should criminal personalities be forced to undergo mind-altering operations to eliminate their aggressive and hostile tendencies?

7. With the coming of heart and other transplants, how should society determine which people receive transplants when shortages exist?

STRATEGY FOR INSTILLING MORAL VALUES

Directions:

Complete the following:

If your child observes you when you do the following, what would he or she learn?

Situation	Value or Moral Learning
1. You act as "Big Brother" or "Big Sister" in your community.	1.
2. You take a dress or suit on approval from a store, and you wear it before returning it.	2.
3. You take your child to church instead of sending him.	3.
4. You volunteer to watch your neighbor's house and keep his mail while he is on vacation.	4.
5. You rush in a parking space that you see someone else waiting for.	5.
6. You call the principal and curse him because he corrected your child.	6.
7. You stop to pick up an injured dog and take it to the veterinarian.	7.
8. You vote at every election.	8.
9. You constantly speed or run stop lights.	9.
10. You take money from your wife's purse (or husband's billfold) without her (his) knowledge.	10.

Situation	Value or Moral Learning
11. You return the extra money when you receive too much change on a purchase.	11.
12. You do nothing when you observe prejudice in your community.	12.
13. You ignore the no smoking signs in a doctor's office or at a ballgame.	13.
14. You take two or three jobs in order to provide for luxuries.	14.
15. You smoke and drink excessively.	15.
16. You cheat on your income tax.	16.
17. You insist that your child attempt to get in the theatre for half-fare even though he is older.	17.
18. You gossip about your best friend.	18.
19. You demand attention even when others are talking.	19.
20. You borrow your neighbor's lawnmower without his permission.	20.

A MEMO FROM YOUR CHILD

Don't spoil me. I know quite well I ought not have all I ask for. I'm only testing you.

Don't be afraid to be firm with me. I prefer it. It makes me feel more secure.

Don't ignore bad habits. They are danger signs that you and I have problems.

Don't do for me what I can do for myself. It makes me feel smaller than I am.

Don't correct me in front of people if you can help it. I'll take much notice if you talk quietly with me in private.

Don't try to discuss my behavior in the heat of the situation. For some reason my hearing is not very good at this time and my cooperation is even worse.

Don't make me feel that my mistakes are sins. It upsets my sense of values.

Don't be too upset when I say, "I hate you." I don't mean it but I want you to feel sorry for what you have done to me.

Don't protect me from consequences. I need to learn the hard way sometimes.

Don't nag. If you do, I shall have to protect myself by appearing deaf.

Don't make promises. Remember that I feel badly let down when promises are broken.

Don't forget that I cannot explain myself as well as I would like. That is one reason why I am not always very accurate.

Don't tax my honesty too much. I am easily frightened into telling lies.

Don't put me off when I ask questions. If you do, you will find that I stop asking and seek information elsewhere.

Don't ever think that it is beneath your dignity to apologize to me. An honest apology makes me feel surprisingly warm toward you.

Don't use force with me. I will respond more readily to being led.

Don't worry about the amount of time we spend together. It is how we spend it that counts.

HOW TO DISCIPLINE: GUIDES TO HELP THE CAREGIVER OF THE CHILD

DO

1. Learn what is reasonable to expect of the child at various stages.
2. Respect the Bill of Rights for Children.
3. Give the child responsibility where he can succeed. Help him accept failure and give a second chance when possible.
4. Realize there are reasons why the child cannot express or won't express why he did something.
5. Act when necessary and think about it later.
6. Earn affection.
7. Earn respect.
8. Set appropriate rules and enforce them.
9. Accept feelings.
10. Accept choices if you give them.

DON'T

1. Expect him to act as an adult.
2. Demand confessions of guilt.
3. Demand respect.
4. Try to buy child's affection.
5. Deny a child's feelings.
6. Be afraid to make mistakes.

"TRAITS OF A SELF-ACTUALIZING PERSON"

1. The self-actualizing person has learned to accept self as well as others. This person has a warm regard for other people in spite of conditions, behavior, or feelings. He/she can allow others to be themselves without being judgemental.

2. A self-actualizing person is able to relate him/herself to the world around - self has needs, but so does the environment. Learning to balance the needs and demands of both self and the world is important in growing toward self-actualization.

3. People who are self-actualizing constantly seek new ideas and experiences. They are actors rather than re-actors.

4. People who have reached moments of self-actualization do so through peak experiences. These occur when people have been growing and working to the best of their ability. Peak experiences are the most wonderful moments in life.

Appendix VV

HAPPINESS IS

Give each student an index card and have them write one sentence on the card explaining what makes him or her happy. Write the five basic needs on the blackboard and as each unsigned card is read, list the statement under the five basic needs. Discuss how happiness is related to meeting needs.

PARENTHOOD WORD SEARCH
"Getting It All Together"

1. Able
2. Acceptance
3. Anxiety
4. Bitter
5. Cope
6. Choice
7. Emotions
8. Experiences
9. Feelings
10. Friend
11. Habits
12. Happy
13. Hierarchy
14. Identity
15. Joy
16. Lonely
17. Love
18. Maslow
19. Needs
20. Negative
21. Option
22. Peer
23. Positive
24. Potential
25. Rapport
26. Realistic
27. Relate
28. Safety
29. Satisfied
30. Self-actualization
31. Shy
32. Talents
33. Values
34. Worth
35. Yourself

Directions:

Using the list above, find and circle the words in the "Word Search" puzzle on the following page. The words are spelled in all directions.

PARENTHOOD WORD SEARCH
"Getting It All Together"

R A P P O R T X R V Y J P A L

A E M O T I O N S S N O T P S

B X A R C A B T A O V Y B E E

C D E L C R S T A L E N T S I

E P E O I A I N B E M C R V F

X X P V L S Y Z V C A R B A A

P E A E F B T I C L S D E L C

E P F I G I T I O H L J X U T

R K E L M I O N C H O I C E U

I D Z P S T E U X S W Z T S A

E O R O A L B R D D G P A R L

N A P T Y F E E L I N G S N I

C N E E H I E R A R C H Y T Z

E X I N A N U G C G O A O L A

S I A T P E Y H S O N B U N T

E E A I P G H E L P Y I R E I

T T N A Y A W O R T H T S B O

A Y C L E T C I I I L S E D N

L H S E L I E T N O C E L P C

E I A L A V N N A N J O F E A

R N F R I E N D A B I T T E R

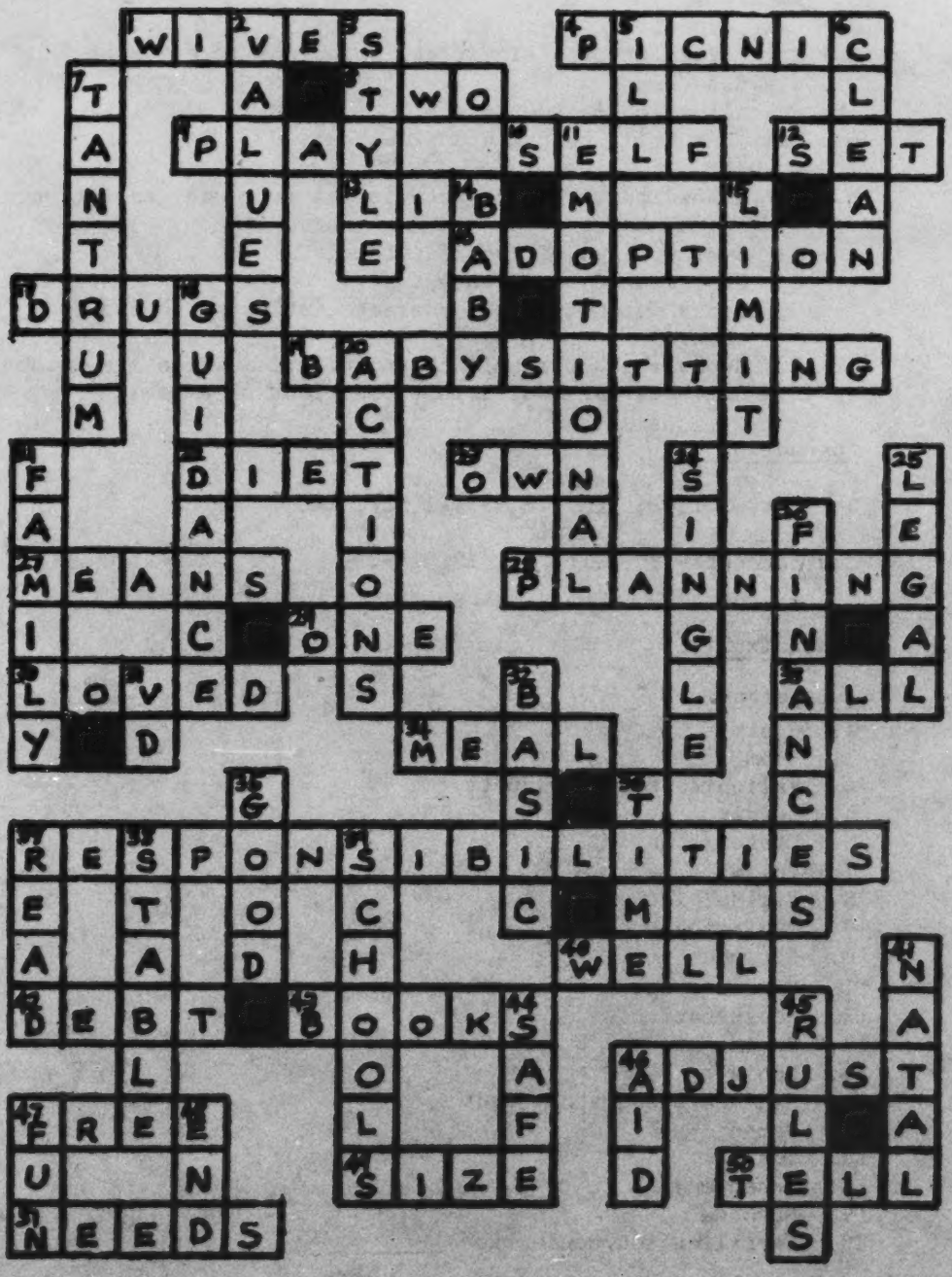
E I E L D L S N R Q Z Y X R T

G E T I R G E L B A T Q L I V

S A Y A C C E P T A N C E L T

ANSWERS TO APPENDIX ITEMS

SUCCESSFUL PARENTHOOD



ANSWER SHEET FOR TESTS

Appendix Q

1. Presence of recessive traits.
2. Rh factor.
3. Care of self.
4. Fertilization of a single egg which for some reason divides.
5. Fertilization of two eggs.
6. Male sex cells have X and Y factors.
7. C, D, E, G.
8. A. Transmission of characteristics from one generation to the next.
   B. Surroundings of the individual.
   C. Carriers of hereditary traits.
   D. Genes which transmit characteristics which can be seen.
   E. Genes which transmit characteristics which are unseen.
   F. Gene-bearing bodies in the nucleus of a cell.

Appendix R

Heredity - 1, 2, 3, 7, 8, 9, 11, 12, 14.

Environment - 3, 5, 6, 10, 13, 15-25.

Appendix S

1. Adrenal
2. Ovary
3. Ovum
4. Fallopian tubes/oviducts
5. Cervix
6. Uterus/womb
7. Vulva
8. Vagina/birth canal
9. Ovulation
10. Estrogen
11. Progesterone
12. Menstruation
13. Sperm
14. Penis
15. Urethra/ejaculatory duct
16. Semen
17. Testes
18. Vasectomy
19. Scrotum
20. Fertilization/conception

ANSWERS TO TESTS

Appendix U

1. Seminal Vesicle
2. Prostate gland
3. Cowpers gland
4. Urethra
5. Epididymis
6. Testes
7. Bladder
8. Vas deferens
9. Penis
10. Scrotum

Appendix W

1. Ovary
2. Fallopian Tube
3. Uterus
4. Bladder
5. Urethra
6. Labia
7. Cervix
8. Colon
9. Vagina
10. Anus

Appendix Y

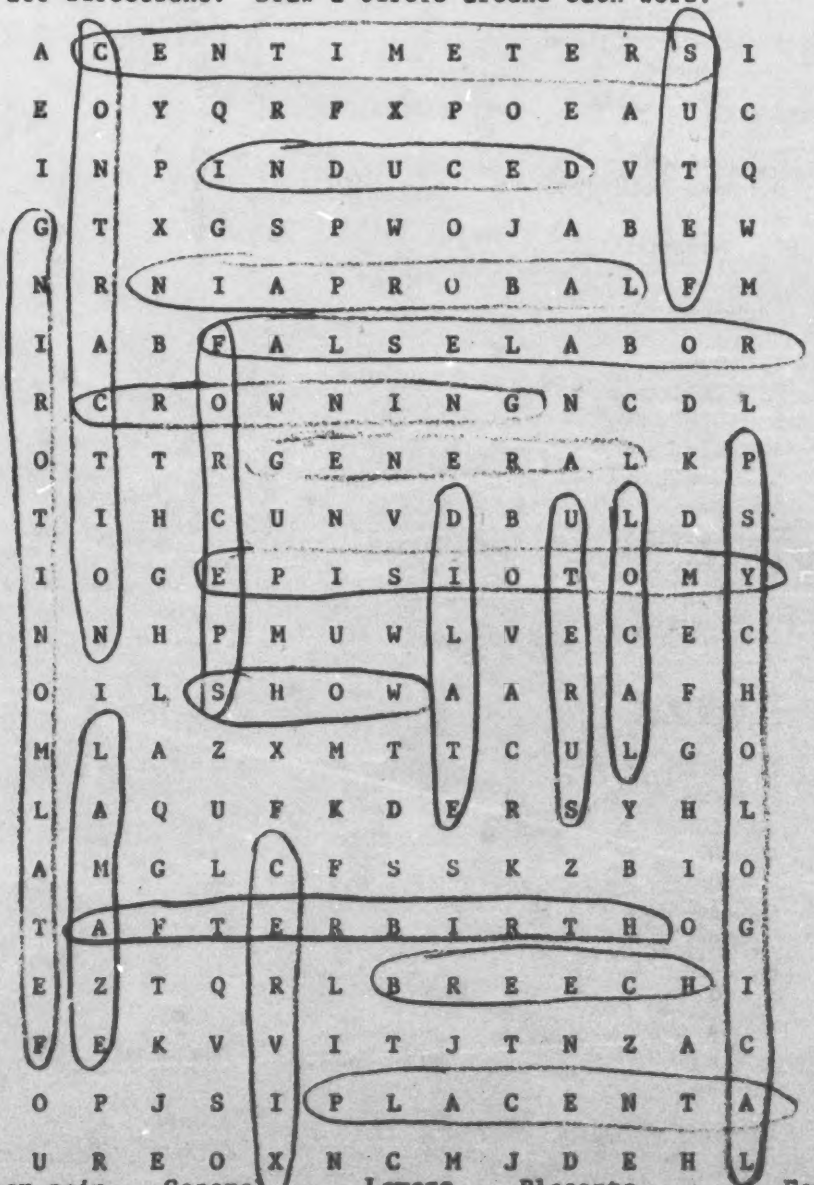
1. C
2. A
3. A
4. B
5. C
6. A
7. C
8. C
9. B
10. A
11. B
12. B

Appendix AA

1. E
2. K
3. G
4. H
5. S
6. Q
7. A
8. O
9. M
10. P
11. B
12. R
13. N
14. F
15. I
16. L
17. J
18. C
19. T
20. D

WORD SEARCH ON LABOR AND CHILDBIRTH

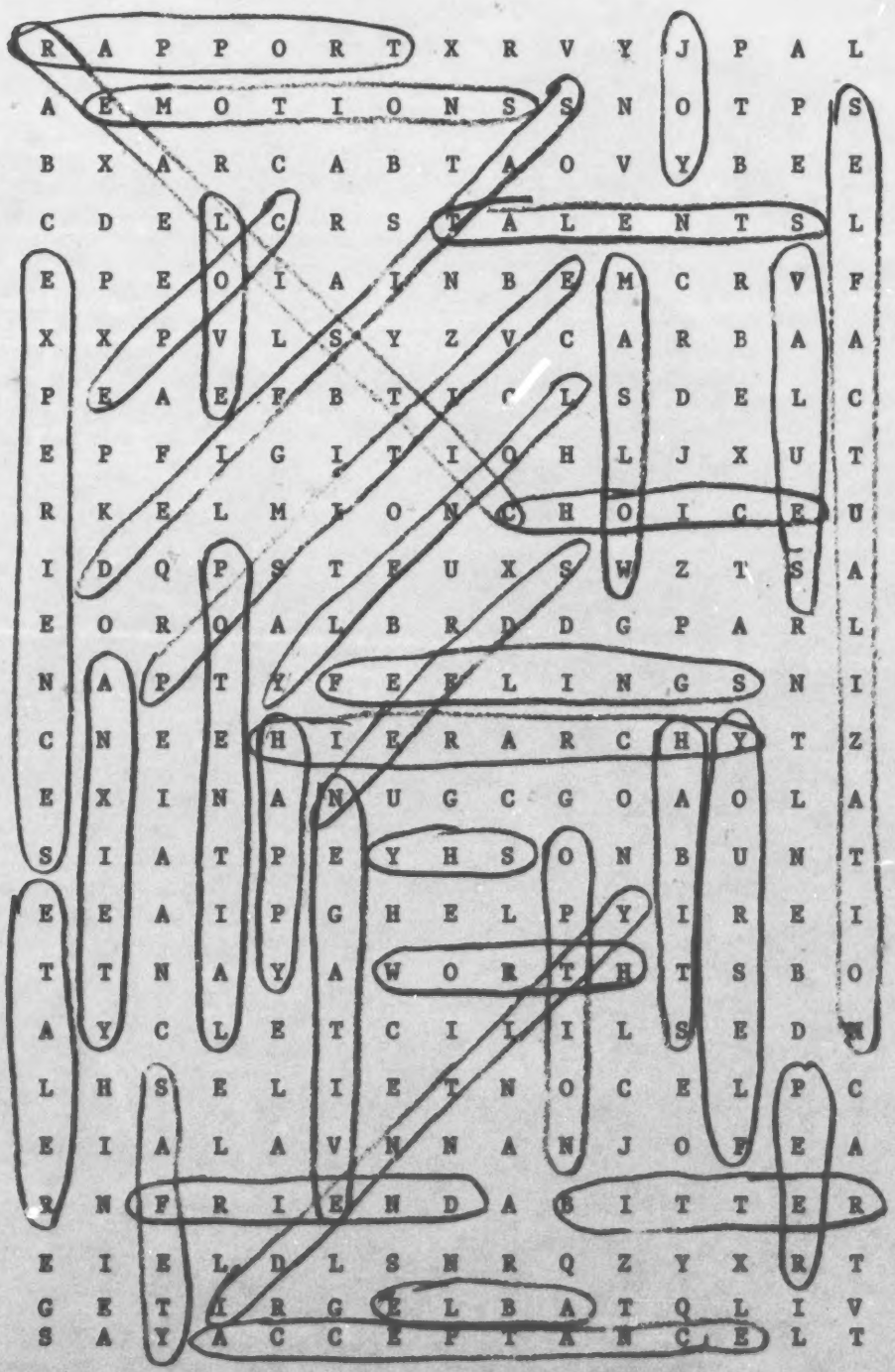
The words found below are all in the puzzle. They are written in all directions. Draw a circle around each word.


A C E N T I M E T E R S I
E O Y Q R F X P O E A U C
I N P I N D U C E D V T Q
G T X G S P W O J A B E W
N R N I A P R O B A L F M
I A B F A L S E L A B O R
R C R O W N I N G N C D L
O T T R G E N E R A L K P
T I H C U N V D B U L D S
I O G E P I S I O T O M Y
N N H P M U W L V E C E C
O I L S H O W A A R A F H
M L A Z X M T T C U L G O
L A Q U F K D E R S Y H L
A M G L C F S S K Z B I O
T A F T E R B I R T H O G
E Z T Q R L B R E E C H I
F E K V V I T J T N Z A C
O P J S I P L A C E N T A
U R E O X N C M J D E H L

Labor pain	General	Lamaze	Placenta	Forceps
False Labor	Local	Cervix	After birth	Breech
Show	Psychological	Dilate	Episiotomy	Uterus
Induced (Labor)	Centimeters	Crowning	Fetal Monitoring	Fetus

PARENTHOOD WORD SEARCH

"Getting It All Together"


R A P P O R T X R V Y J P A L
A E M O T I O N S S N O T P S
B X A R C A B T A O V Y B E E
C D E L C R S T A L E N T S L
E P E O I A L N B E M C R V F
X X P V L S Y Z V C A R B A A
P E A E F B T I C L S D E L C
E P F L G I T I O H L J X U T
R K E L M I O N C H O I C E U
I D Q P S T E U X S W Z T S A
E O R O A L B R D D G P A R L
N A P T Y F E E L I N G S N I
C N E E H I E R A R C H Y T Z
E X I N A N U G C G O A O L A
S I A T P E Y H S O N B U N T
E E A I P G H E L P Y I R E I
T T N A Y A W O R T H T S B O
A Y C L E T C I L I L S E D M
L H S E L I E T N O C E L P C
E I A L A V N N A N J O F E A
Y N F R I E N D A B I T T E R
E I E L D L S N R Q Z Y X R T
G E T I R G E L B A T Q L I V
S A Y A C C E P T A N C E L T

RESOURCES

RESOURCE LIST

Books: Title	Author	Publisher or Source	Date & Price
1. A Baby Maybe?	Whelan, Elizabeth M.	Bobbs-Merrill Co., Inc. Subs. of Howard W. Sams & Co. 4 West 58th Street New York, New York 10019	1975 $ 5.95
2. A Baby Is Born Picture Story	Maternity Center Association	Maternity Center Association 48 East 92nd Street New York, New York	1974 $ 4.95
3. A Child Is Being Beaten	Chaise, Naomi	Holt, Rinehart & Winston 383 Madison Avenue New York, New York 10017	1975 $ 3.95
4. A Child Is Born	Wilson, Ingleman, Sundberg	Dell Publishing Co., Inc. 1 Dag Hammarskjold Plaza New York, New York 10017	1966 $ 5.95
5. A Guide for the Future Mother	Del Bo, Dr. L. M.	Prentice-Hall Englewood Cliffs, New Jersey 07632	1977 $ 4.95
6. Baby Learning Through Baby Play	Gordon, Ira J.	St. Martin's Press 175 Fifth Avenue New York, New York 10010	1970 $ 3.95

7.	Behind Every Face Series: A Changing Person	Fane, Arthur and Xenia	Ginn and Co. A Xerox Education Co. 191 Spring Street Lexington, Massachusetts 02173	1970
8.	Better Homes & Gardens Baby Book	Better Homes and Gardens	Bantan Books 666 Fifth Avenue New York, New York 10019	1972 $ 5.95
9.	Beyond the Best Interest of the Child	Freud, A. and Solnit, Albert J.	MacMillan Publishing Company 866 Third Avenue New York, New York 10022	1976 $ 2.45
10.	Birth Control	Tucker, Tarvez	Tobey Publishing Co., Inc. Box 428 New Canaan, Conn. 06840	1975 $ 2.95
11.	Birth Without Violence	Leboyer, Fredrick	Alfred A. Knopf, Inc. Subs. of Random House, Inc. 201 East 50th Street New York, New York 10022	1975 $ 8.95
12.	By Sanction of the Victim	Wheat, Patty	Major Books 21335 Roscoe Boulevard Canoga Park, California 91304	1976 $ 1.75
13.	Child Growth and Development (5th Edition)	Hurlock, Elizabeth B., Ph. D.	Webster Division McGraw Hill Company 1212 Avenue of the Americas New York, New York 10036	1978

14. Death and the Family	Pincus, Lily	Vintage Books Division of Random House 201 East 50th Street New York, New York 10022	1974 $ 2.95
15. Divorce and After	Bohannan, Paul	Anchor Books Doubleday & Co., Inc. 245 Park Avenue New York, New York 10017	1970 $ 2.95
16. Exceptional Children	Kirk, Samuel A.	Houghton-Mifflin Co. 551 Fifth Avenue New York, New York 10017	1974 $ 6.95
17. Family, Social Issues	Goldstein, Eleanor C.	Resources Series, Inc. 1200 Quince Orchard Blvd. Gaithersburg, Maryland 20760	
18. Food and Your Future	White, Ruth	Prentice-Hall, Inc. Englewood Cliffs, New Jersey 07632	1974 $ 1.50
19. Haven in a Heartless World	Lasch, Christopher	Basic Books, Inc. 10 East 53rd Street New York, New York 10022	1978 $12.95
20. Helping Children to Like Themselves	Felker, Donald	Burgess Publishing Co. 7108 Ohms Lane Minneapolis, Minnesota 55435	1974 $ 3.95
21. He's My Brother	Lasker, Joe	Albert Whitman & Co. 560 West. Lake Street Chicago, Illinois 61606	1973

22.	How To Discipline With Love: From Crib to College	Dodson, Fitzhugh	Rawson Associates 1630 3rd Avenue New York, New York 10017	1977 $ 9.95
23.	How to Father	Dodson, Fitzhugh	New American Library Nash Publishing Corp. 9255 Sunset Boulevard Los Angeles, California 90069	1974 $ 1.95
24.	How to Parent	Dodson, Fitzhugh	New American Library Nash Publishing Corp. 9255 Sunset Boulevard Los Angeles, California 90069	1974 $ 1.95
25.	Illusion & Disillusion: The Self in Love and Marriage	Crosby, John F.	Wadsworth Publishing Co., Inc. 10 Davis Drive Belmont, California 94002	1976 $ 4.95
26.	Infant Development and Relationships	Smart, Mollie and Smart, Russell	MacMillan Company 866 Third Avenue New York, New York 10022	$ 4.95
27.	Introduction to Family Life & Sex Education	Somerville, Rose	Prentice-Hall, Inc. Englewood Cliffs, New Jersey 07632	1972 $ 7.95
28.	Let's Make Sex A Household Word	Gordon, Sol	The John Day Co. 666 Fifth Avenue New York, New York 10019	1975 $ 8.95
29.	Living With a Mentally Retarded Child	Buckler, Beatrice	Hawthorn Books, Inc. 260 Madison Avenue New York, New York 10016	1971 $ 7.95

30.	Married Life	Riker, Audrey & Brisbane, Holly	Charles A. Bennett Company 809 West Detweiller Peoria, Illinois 61614	1976 $13.95
31.	Modern Marriage	Bowman, Henry A. and Spanier, Graham B.	McGraw Hill Book Company 1221 Avenue of the Americas New York, New York 10036	1978
32.	Motivation & Personality	Maslow, A. H.	Harper & Row Publishers, Inc. 10 East 53rd Street New York, New York 10022	1970 $ 9.95
33.	New Knowledge in Human Values	Maslow, E. H. (Ed)	Henry Regnery Co. 180 North Michigan Avenue Chicago, Illinois 60601	1970 $ 3.95
34.	Only Human	Howard, Marion	The Seabury Press, Inc. 815 Second Avenue New York, New York 10017	1975 $ 8.95
35.	Parenting	Norton, G. Ron	Prentice-Hall, Inc. Englewood Cliffs, New Jersey 07632	$ 2.95
36.	Parenting: A Guide for Young People	Gordon, Sol and Wollin, Mina	Oxford Book Co. 11 Park Place	1975 $ 2.34
37.	Parents and Mentally Handicapped Children	Hannan, Charles	Penguin Books, Inc. 625 Madison Avenue New York, New York	1975 $ 2.25
38.	Person to Person	Sasse, Connie R.	Charles A. Bennett Company 809 West Detweiller Peoria, Illinois 61614	1978 $ 6.96

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39.	Personal Adjustment, Marriage and Family Living	Landis, Paul and Mary	Prentice-Hall, Inc. Englewood Cliffs, New Jersey 07632	1970 $ 7.60
40.	Personal Perspective	Paolucci Fanola, Thompson	McGraw-Hill Book Company 1221 Avenue of the Americas New York, New York 10036	1973 $10.92
41.	Pregnancy, Birth and Family Planning	Guttmacher, Alan M. D.	Viking Press 625 Madison Avenue New York, New York 10022	1973 $ 1.95
42.	Pregnant by Mistake	Maxtone-Graham, Katrina	Liveright 386 Park Avenue South New York, New York 10016	1973 $ 8.95
43.	Preparing for Parenthood	Salk, Dr. Lee	Bantam Books, David McKay, Co. 750 Third Avenue New York, New York 10017	1975 $ 1.95
44.	Rape	Horos, Carol V.	Tobey Publishing Co., Inc. Box 428 New Canaan, Conn. 06840	1974 $ 4.95
45.	Relationships: A Study in Human Behavior	Westlake, Helen G.	Ginn & Co. A Xerox Education Co. 191 Spring Street Lexington, Massachusetts 02173	1969
46.	Roots	Haley, Alex	Doubleday & Company, Inc. 245 Park Avenue New York, New York 10017	1976 $12.50

47.	Second Genesis	Rosenfield, Albert	Prentice-Hall, Inc. Englewood Cliffs, New Jersey 07632	1969 $ 6.95
48.	Sex and Birth Control	Lieberman, James E. and Peck, Ellen	Schocken Book Co. 200 Madison Avenue New York, New York 10017	1975 $ 2.45
49.	Six Practical Lessons for an Easier Childbirth	Bing, Elizabeth	Bantam Books 666 Fifth Avenue New York, New York 10019	1969 $ 1.50
50.	Somewhere A Child Is Crying	Fontana, Vincent J.	MacMillan Co. 866 Third Avenue New York, New York 10022	1973 $ 6.95
51.	Talking About Death	Grollman, Earl A.	Beacon Press 25 Beacon Street Boston, Massachusetts 02108	1976 $ 3.95
52.	Teach Your Child To Talk	Staff of Developmental Language and Speech Center	Cebco Standard Publishing Co. 9 Kulick Road Fairfield, New Jersey 07006	1976
53.	Teaching About Family Relationships	Klemer, Richard and Smith, Rebecca	Burgess Publishing Co. 7108 Ohms Lane Minneapolis, Minnesota 55435	1975 $ 5.95
54.	Teen Age Alcoholism	Haskins, Jim	Hawthorn Books, Inc. 260 Madison Avenue New York, New York 10016	1976 $ 2.95

55.	The Abusing Family	Justice, Blair and Rita	Human Science Press Division of Behavioral Pubs., Inc. 72 Fifth Avenue New York, New York 10011	1976 $14.95
56.	The Ambivalence of Abortion	Francke, Linda Bird	Random House, Inc. 201 East 50th Street New York, New York 10022	1978 $10.00
57.	The Art of Loving	Fromm, Erich	Perennial Library Harper & Row Pubs., Inc 10 East 53rd Street New York, New York	1956 $ 1.50
58.	The Battered Child	Helfer,and Kemper	University of Chicago Press 11030 S. Langley Avenue Chicago, Illinois 60628	
59.	The Birth Order Factor	Forer, Lucille and Still, Henry	David McKay Company, Inc. 750 Third Avenue New York, New York	1976 $ 1.95
60.	The Challenge of Child Training: A Parents Guide	Dreikurs, Rudolf	Hawthorn Books, Inc. 260 Madison Avenue New York, New York 10016	1972 $ 2.95
61.	The Daddy Book	Stewart, Robert	McGraw-Hill 1221 Avenue of the Americas New York, New York 10036	$ 5.95
62.	The Developing Child	Brisbane, Holly E.	Charles A. Bennett Company 809 Detweiller Drive Peoria, Illinois 61614	1971 $ 9.36

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63.	The Developing Child: Mothering	Schaffer, Rudolph	Harvard University Press 79 Garden Street Cambridge, Massachusetts 02138	1977 $ 2.95
64.	The Family: An Introduction	Eshleman, J. Ross	Allyn and Bacon, Inc. 470 Atlantic Avenue Boston, Massachusetts 02110	1974 $11.95
65.	The First Three Years of Life	White, Burton	Prentice-Hall, Inc. Englewood, Cliffs, New Jersey 07632	1975 $10.00
66.	The Fractured Family	Young, Leontine	Webster Division McGraw-Hill Book Company 1221 Avenue of the Americas New York, New York 10036	1974 $ 2.95
67.	The Human Experiences	Weitzman, David and Gross, Richard	Houghton-Mifflin Co. 110 Tremont Street Boston, Massachusetts 02107	
68.	The Individual, Marriage and the Family (2nd Edition)	Saxton, Lloyd	Wadsworth Publishing Co., Inc. 10 David Drive Belmont, California 94002	1972 $12.95
69.	The Parents Book About Divorce	Gardner, Richard A.	Doubleday & Company 245 Park Avenue New York, New York 10017	1977 $ 9.95
70.	The World of Children	Ellett, Marcella H.	Burgess Publishing Co. 7108 Ohms Lane Minneapolis, Minnesota 55435	1965 $ 3.25

71.	Toward A Psychology of Being	Maslow, Abraham H.	Van Nostrand Renihold Co. 450 West 33rd Street New York, New York 10001	1968
72.	Understanding and Guiding Your Children	Baker, Katherine and Fane, Xenia	Prentice-Hall, Inc. Englewood Cliffs, New Jersey 07632	1975 $11.32
73.	Where Do Babies Come From?	Sheffield, M.	Alfred Knopf 201 East 50th Street New York, New York 10022	1972
74.	Your Marriage and Family Living	Landis, Paul	Webster Division McGraw-Hill Book Company 1221 Avenue of the Americas New York, New York 10036	1969 $10.12

RESOURCE LIST

Films: Publisher or Source	Title	Price
Film Library Bureau for Health Services 275 East Main Street Frankfort, Kentucky 40601	"It Happens" "Rape: A Preventive Inquiry" "The Fable of He and She" "250,000 Ways to Destroy a Child's Life Without Leaving Home"	Free Free Free Free
Lamaze (local representative)	"The Story of Eric"	Free
National Foundation of March of Dimes Box 2000 White Plains, New York 10002	"I Just Smile and Keep on Walking" "The Only Kid on the Block"	Free Free
Planned Parenthood Center, Inc. 845 Barret Avenue Louisville, Kentucky 40204 or 508 West Second Street Lexington, Kentucky 40508 or P. O. Box 429 Berea, Kentucky 40403	"To Plan Your Family" "A Chance of Love"	Free Free
Proctor and Gamble Cincinnati, Ohio	"The First Two Weeks of Life"	Free
Right to Life Association	"The First Day of Life"	

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Filmstrips: Publisher or Source	Title	Price
Argus Communications 7440 Natchez Avenue Niles, Illinois 60648	"Why Am I Afraid to Tell You Who I Am"?	
Butterick Publishing Co. 161 Sixth Avenue New York, New York 10013	"The American Man-Tradition and Change"	$45.00 plus shipping
Concept Media Filmstrips 1500 Adams Avenue Costa Mesa, California 92626	Human Development: The First 2½ Years 1. "Pregnancy, Birth and the Newborn" 2. "Physical Growth and Motor Development" 3. "The Development of Understanding" 4. "Styles of Interaction" 5. "Emotional and Social Development," Parts I & II 6. "Language Development"	$58.00 each
Educational Relations & Consumer Relations- J.C. Penney Co., Inc. 1301 Avenue of the Americas New York, New York 10019	"Ethnic Heritage: A Living Mosiac"	$4.60

Eye Gate House, Inc. 146-01 Archer Avenue Jamica, New Jersey 11435	"Children and Reality	
Guidance Associates 757 Third Avenue New York, New York 10017	"Family Planning Today" "Parenthood: A Series by Guidance Associate", 1. "Preparing for Parenthood" 2. "Pregnancy" 3. "Preparing to Give Birth" 4. "Birth" "The Adolescent Experience: Shaping Identity" "Parenthood: Myths and Realities" "The Future of the Family" "What Are Parents for, Anyway?"	$48.50 48.50
Multi-Media Productions, Inc. Stanford, California 94305	"Games People Play"	
National Foundation of March of Dimes Box 2000 White Plains, New York 10601	"Inside My Mom" "Tomorrow Happens Today" "From Generation to Generation: Genetic Counseling"	$10.00 10.00 10.00
Parents Magazine Films 52 Vanderbilt Avenue New York, New York 10017	"Child Abuse and Neglect" Children in Crisis Series "Discipline Children" "Effective Parenting Through Play" "How an Average Child Behaves"	$65.00 per set Set of Four - Effective Parenting $180.00

	"Love and Identity" "The First 18 Months" - From Infant to Toddler Series "Preparing the Child for Learning" - From Understanding Early Childhood Ages 1-6 Series "Pre-Natal Care: Preparing for Parenthood Series" "Healthy Mother, Healthy Baby"	
Times Life, Inc. 1271 Avenue of the Americas New York, New York 10020	"Life Before Birth" Part I and II	$10.00
Warren Schloat Productions, Inc. 150 White Plaines Road Tarrytown, New York 10591	"The Family"	$95.00 set of four
Westinghouse Learning Press 100 Park Avenue New York, New York 10017	"On Learning and the Disabled Student" "Behavorial Alternatives Series	

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Magazines	Title and Author of Article	Date & Price
American Baby Magazine 575 Lexington Avenue New York, New York 10022	"Father's Role During Pregnancy"	June, 1976
Children Today DHEW Publication No. 76-30014 Superintendent of Documents U. S. Government Printing Office Washington, D. C. 20402	"Child Abuse" (Entire issue is devoted to this subject.)	May/June, 1975 ($1.00 a copy)
Family Circle, Inc. 488 Madison Avenue New York, New York 10022	"We're Not Having Children" - Joan R. Heilman	June, 1974
Illinois Teacher 351 Education Building University of Illinois Urbana, Illinois 61801	"Portrait of a Child Abuser"	March/April, 1978
Teen Times Future Homemakers of America 2010 Massachusetts Avenue, N. W. Washington, D. C. 20036	"Teenage Parenting" (Entire issue is devoted to this subject.)	January/February 1977

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Pamphlets: Publisher or Source	Title	Date & Price
Johnson & Johnson Consumer & Professional Services New Brunswick, New Jersey 08903	Baby Care Basics Guide for the First Time Babysitter	1976 1976
Metropolitan Life Insurance Co. Life's Health Welfare Division New York, New York	Your Child's Safety	1970
National Dairy Council 111 North Canal Street Chicago, Illinois 60606	What to Eat Before You Are Pregnant, While You Are Pregnant, and After The Baby Comes	
National Foundation of March of Dimes Box 2000 White Plains, New York 10602	Be Good to Your Baby Before It Is Born, 9-0002 Genetic Counseling, 9-0022	
National Organization for Non-Parents 806 Reistertown Road Baltimore, Maryland 21208	Questions and Answers: Optional Parenthood Today	1-9 = .06 ea.
Planned Parenthood Federation of America, Inc. 810 Seventh Avenue New York, New York 10019	Basics of Birth Control, #1253	1977

Public Affairs Pamphlets 381 Park Avenue South New York, New York 10016	Blindness, Ability Not Disability #295A Cerebral Palsey #401 Family Planning- Today's Choices #513 Help for Troubled Children #454 Helping the Child Who Cannot Hear #479 Helping the Slow Learner #405 Living With Blindness #473 Preparing Tomorrow's Parents #520 So You Want to Adopt a Baby The Mentally Retarded #349 To Combat Child Abuse and Neglect You and Your Adopted Child	$.50 ea. 1976 1976
R.A.P.E. Relief Center 604 East Third Street Louisville, Kentucky 40202	Sexual Child Abuse - Ericksen, Grace M.	
Zero Population Growth 1346 Connecticut Avenue, N.W. Washington, D. C.	The One-Child Family	1 copy free

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Curriculum Guides: Title	Source	Date
Michigan Curriculum Guide in Child Development	Consumer and Homemaking Education Unit Michigan Department of Education Vocational-Technical Education Service Box 98 Lansing, Michigan 48902	1977

MISCELLANEOUS RESOURCES:

Title	Publisher or Source	Date & Price
1. Media Cassette "The Home, An Environment for Human Growth" (Kit)	J. C. Penney Company Educational Relations & Consumer Relations 1301 Avenue of the Americas New York, New York 10019	
2. Slide Series "Breastfeeding"	Photoview Instructional Aids 27935 Rable Alto Los Altos Hills, California 94022	$ 20.00
3. Infant Development Program	Johnson & Johnson Baby Products Co. New Brunswick, New Jersey 08903	1976
4. Cassette Series "What You Should Know About Parenthood"	Lee Salk Audio Visual, Inc.	
5. Systematic Training for Effective Parenting Kit	American Guidance Service, Inc. Circle Pines, Minnesota 55014	$65.00
6. "Me, Myself and I" (Media Kit)	J. C. Penney Company Educational Relations 1301 Avenue of the Americas New York, New York 10019	

7. "An Introduction to Value Clarification" (Kit with filmstrip)	J. C. Penney Company Educational Relations 1301 Avenue of the Americas New York, New York 10019
8. Awareness Kit- "Insight into People"	J. C. Penney Company Educational Relations 1301 Avenue of the Americas New York, New York 10019
9. "Human Reproduction 100" (Slides)	Guidance Associates 757 Third Avenue New York, New York 10017